

The Performance of Historically Underachieving Groups of Students in South Carolina: Small Steps Forward

**Presentation at SC Alliance of Black
School Educators, Myrtle Beach**

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Education Oversight Committee
January 10, 2004**

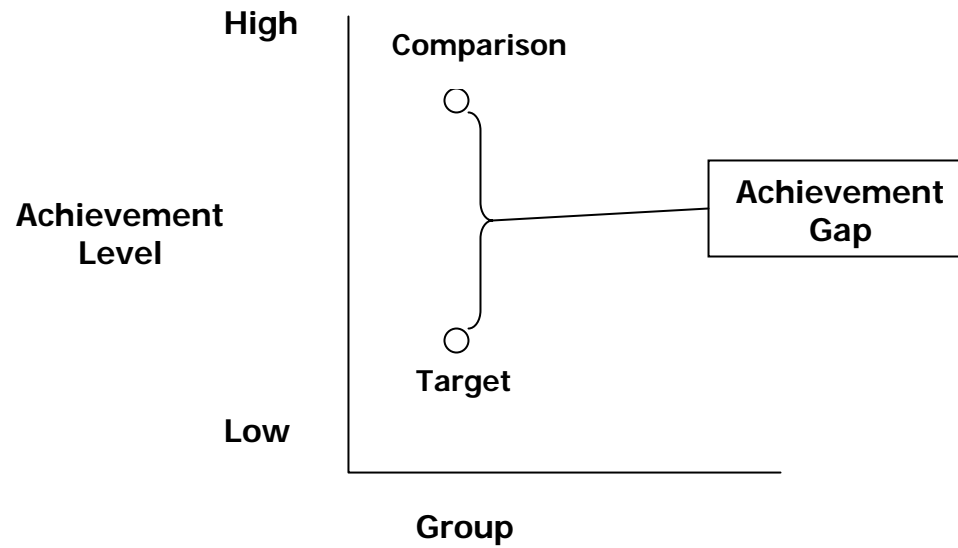
Purpose for Study

- Goal from Education Accountability Act and No Child Left Behind
- High Levels of Performance for All Students
- Evaluation of Where We Are Now
- Identification of Exceptional Performance
- Consideration of Issues Raised

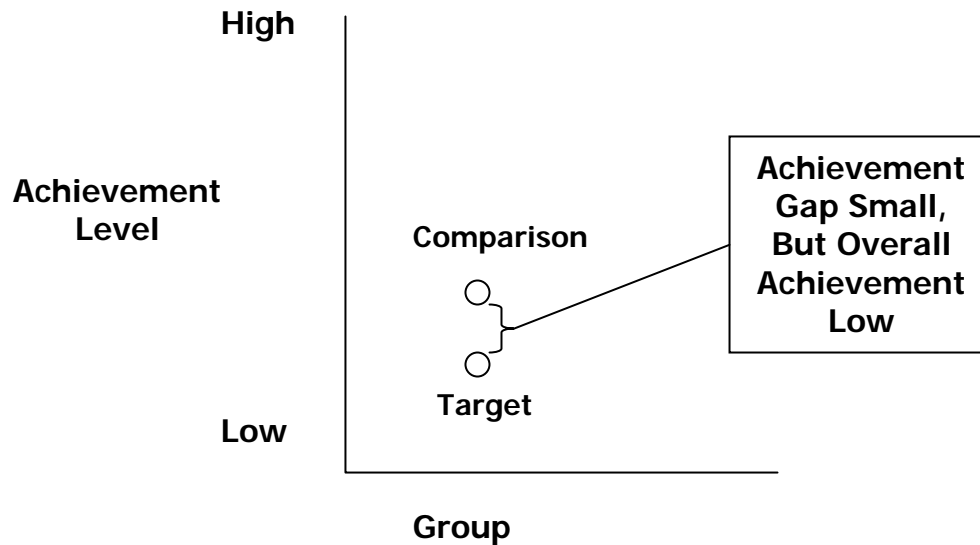
Achievement Gap Studies

- Different Achievement Levels on Standardized Tests by Students Belonging to Different Demographic Groups
 - ✓ National Assessment of Educational Progress
 - ✓ North Carolina Closing the Achievement Gap Program
 - ✓ South Carolina African-American Student Achievement Committee

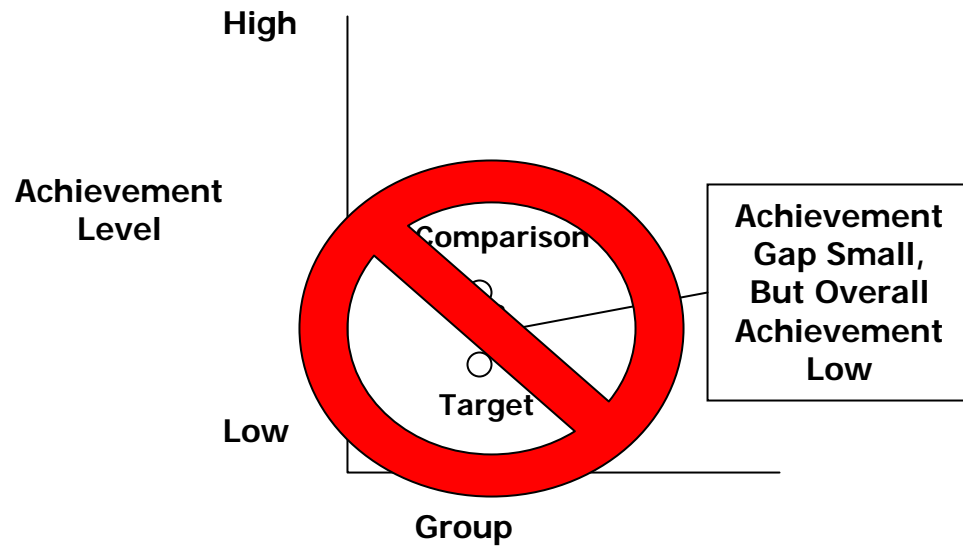
The Achievement Gap



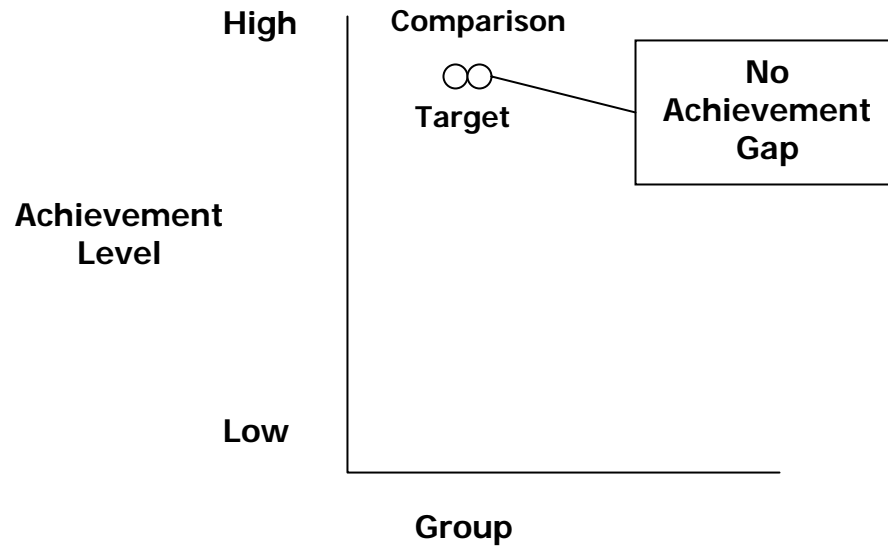
Undesirable Closing of Gap



Undesirable Closing of Gap



Goal for Closing Gap



Groups for This Study

- Target Groups:
 - ✓ African-American Students
 - ✓ Students Participating in Federal Free/Reduced Price Lunch Program
- Comparison Groups:
 - ✓ White Students
 - ✓ Students Who Pay for Lunch

Groups in Study

- Demographic Subgroups
 - ✓ African-American Pay Lunch
 - ✓ African-American Free/Reduced Lunch
 - ✓ White Pay Lunch
 - ✓ White Free/Reduced Lunch

Demographic Statistics

- More School-Age White Than African-American Students
 - ✓ 399,219 Non-Hispanic White
 - ✓ 259,282 African-American
- More African-American Than White Students In Poverty
 - ✓ 36,728 (9.2%) White
 - ✓ 87,378 (33.7%) African-American

Demographic Statistics

- Depth of Poverty
 - Median Family Income, 1999:
 - ✓ African-American = \$28,742
 - ✓ Non-Hispanic White = \$50,794
 - Free/Reduced Income Limits
 - ✓ Family of 4
 - ✓ Reduced Price - \$33,485
 - ✓ Free - \$23,530
- Other Risk Factors

Achievement Measures

- PACT English Language Arts (ELA) & Math
- Grades 3 Through 8
- % Students Scoring Basic or Above (Basic, Proficient, or Advanced)
- % Students Scoring Proficient or Advanced (NCLB Goal – All Students Scoring At This Level By 2014)

Statewide Analysis

- What Was the Performance of Each Student Demographic Group on PACT in 2002, and How Did The Groups Compare?

Figure 4: 2002 PACT English/Language Arts - Percent Basic or Above

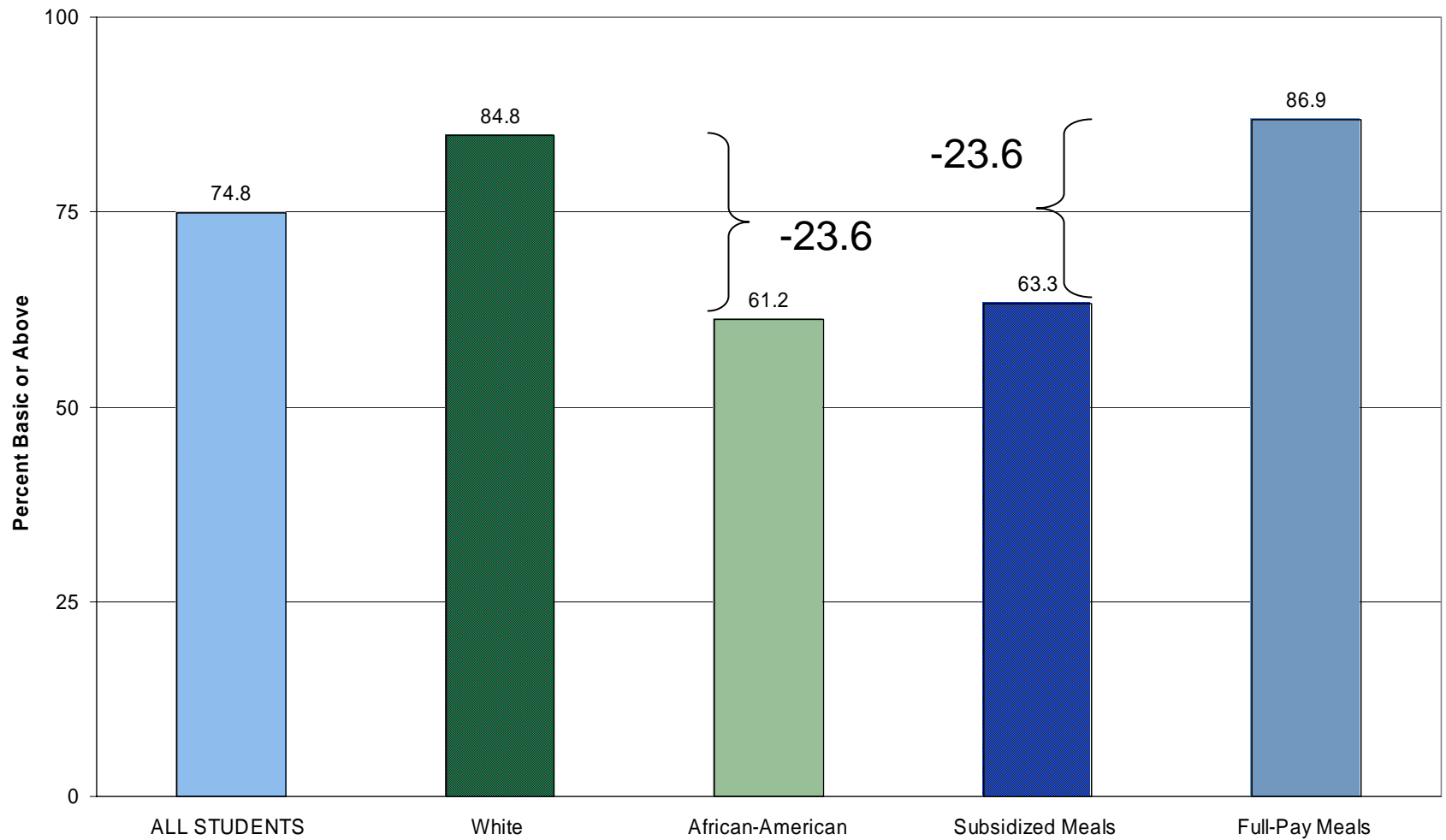


Figure 5: 2002 PACT English/Language Arts - Percent Proficient or Advanced

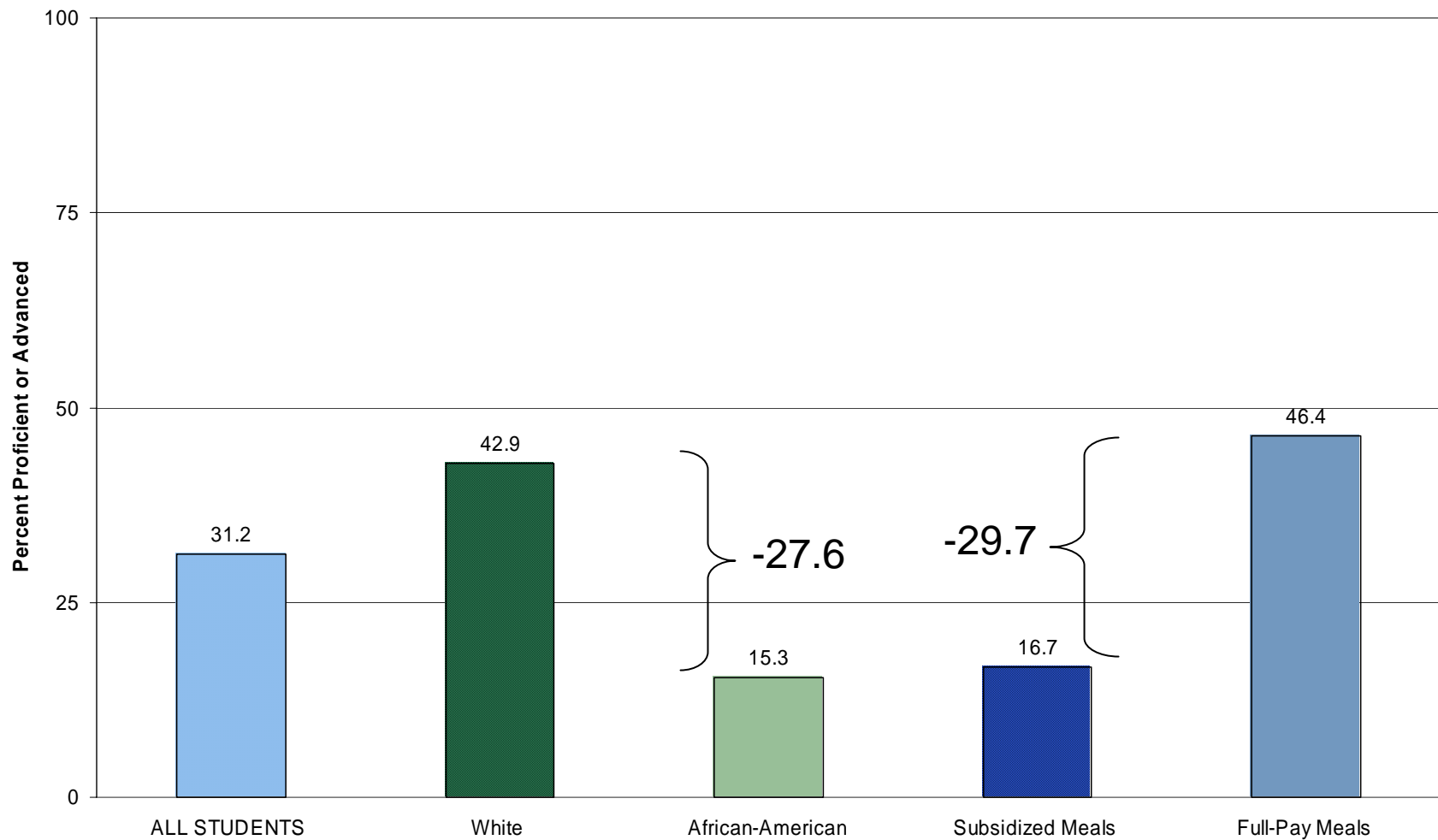


Figure 6: 2002 PACT Math - Percent Basic or Above

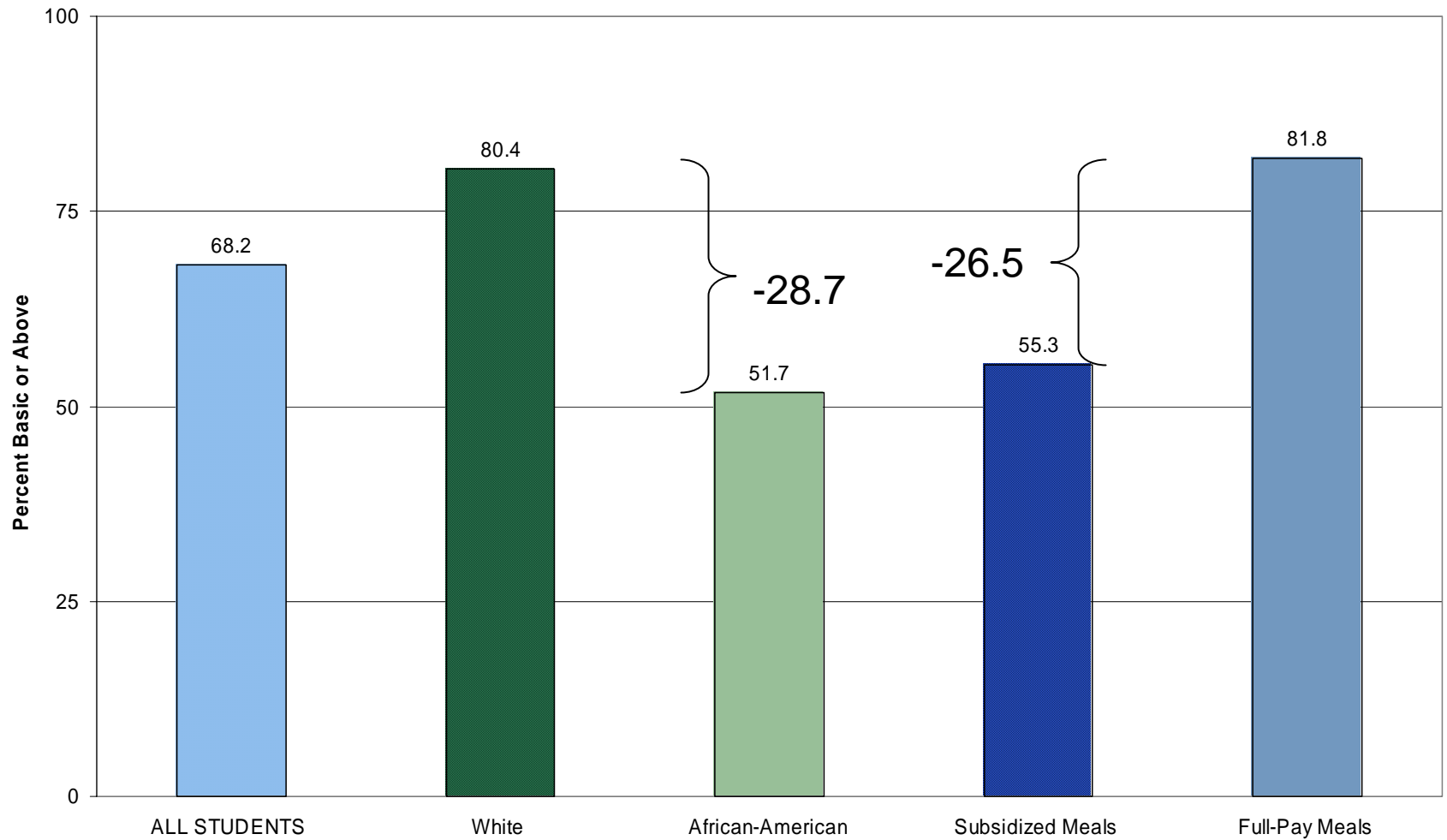
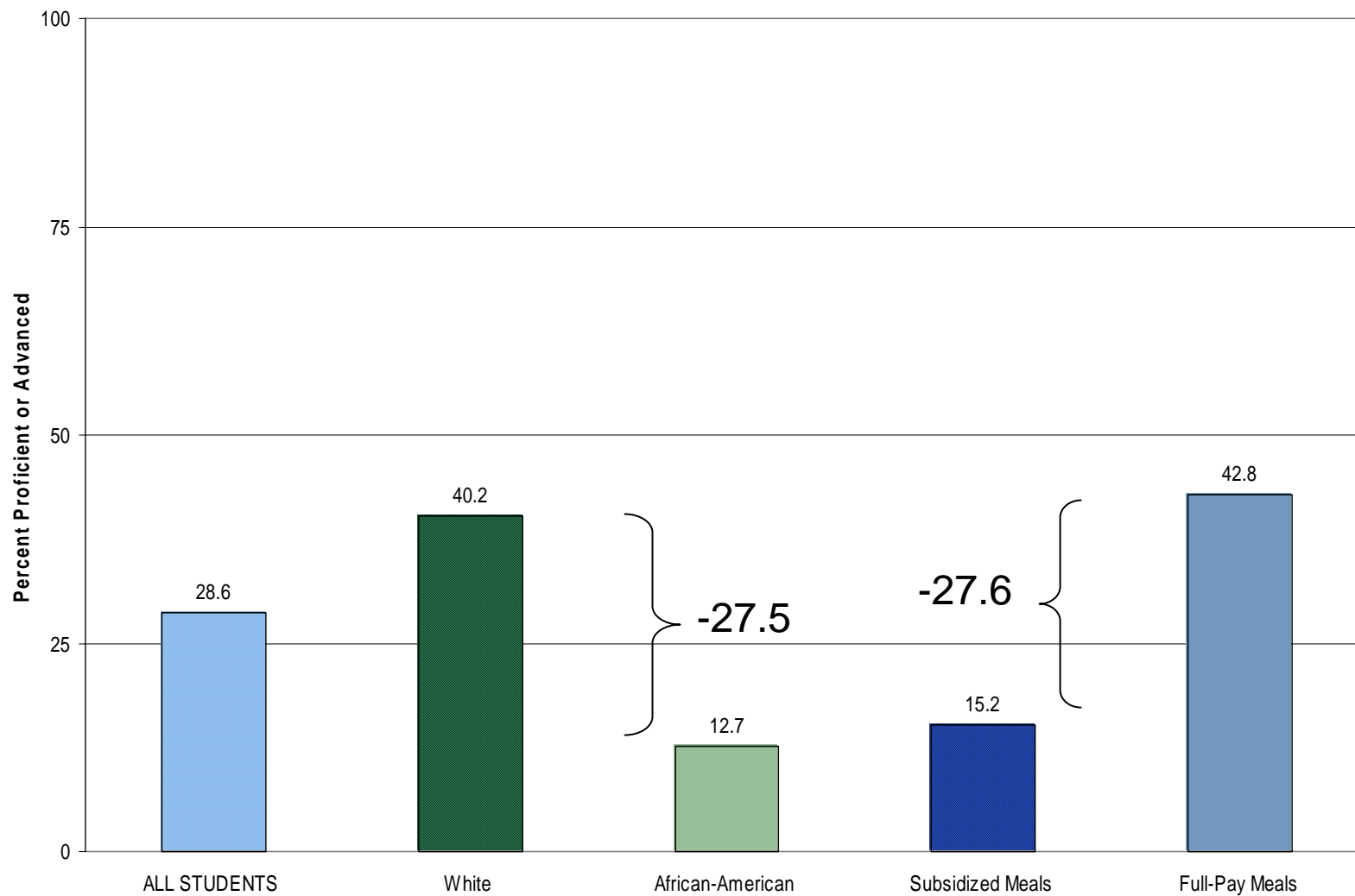


Figure 7: 2002 PACT Math - Percent Proficient or Advanced



School Ratings Analysis

- How Did Different Student Demographic Groups Perform in Schools at Different Absolute Rating Levels?

Figure 8: 2002 PACT English/Language Arts - Percent Basic or Above by Rating

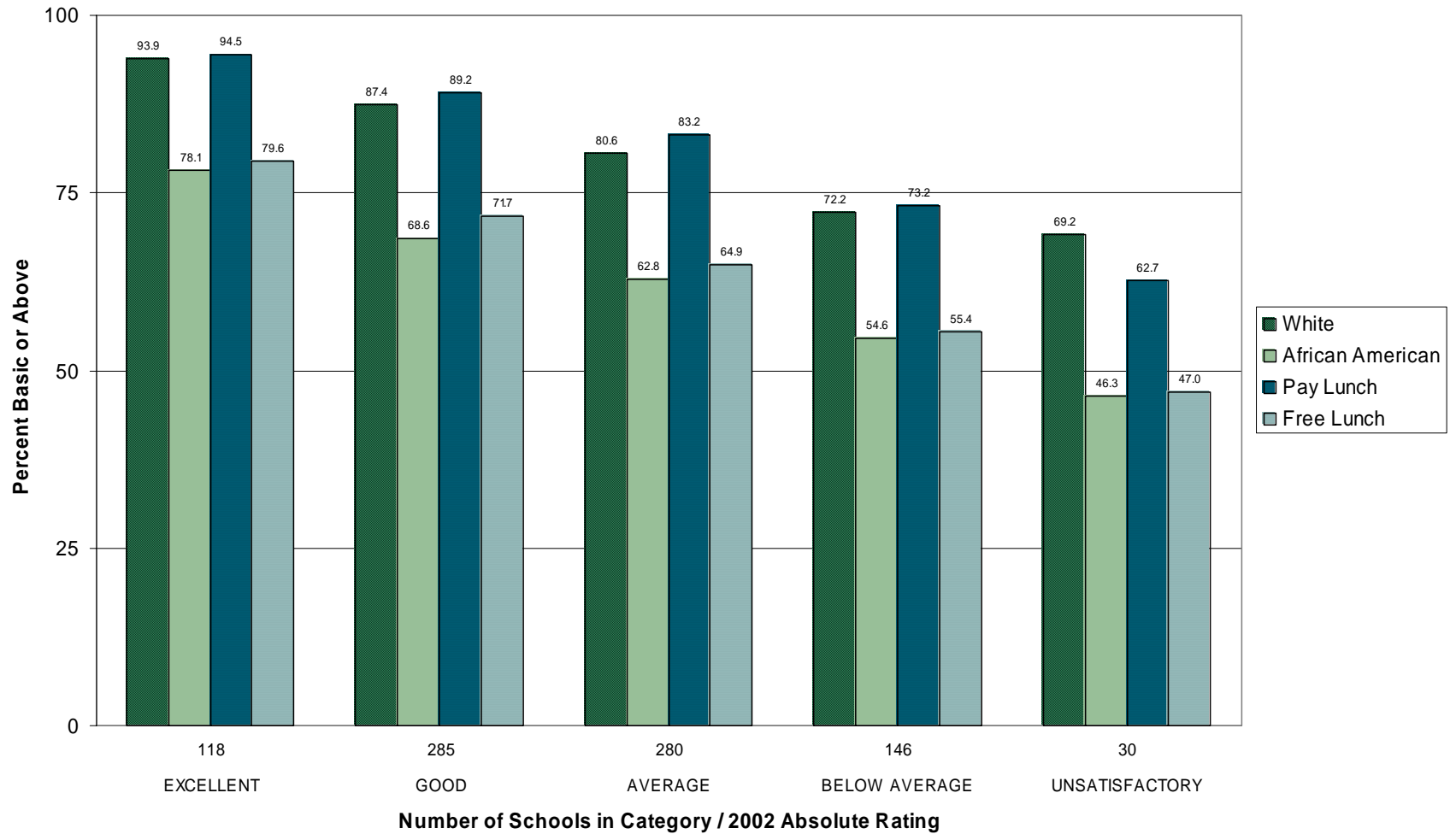


Figure 9: 2002 PACT English/Language Arts - Percent Proficient or Advanced by Rating

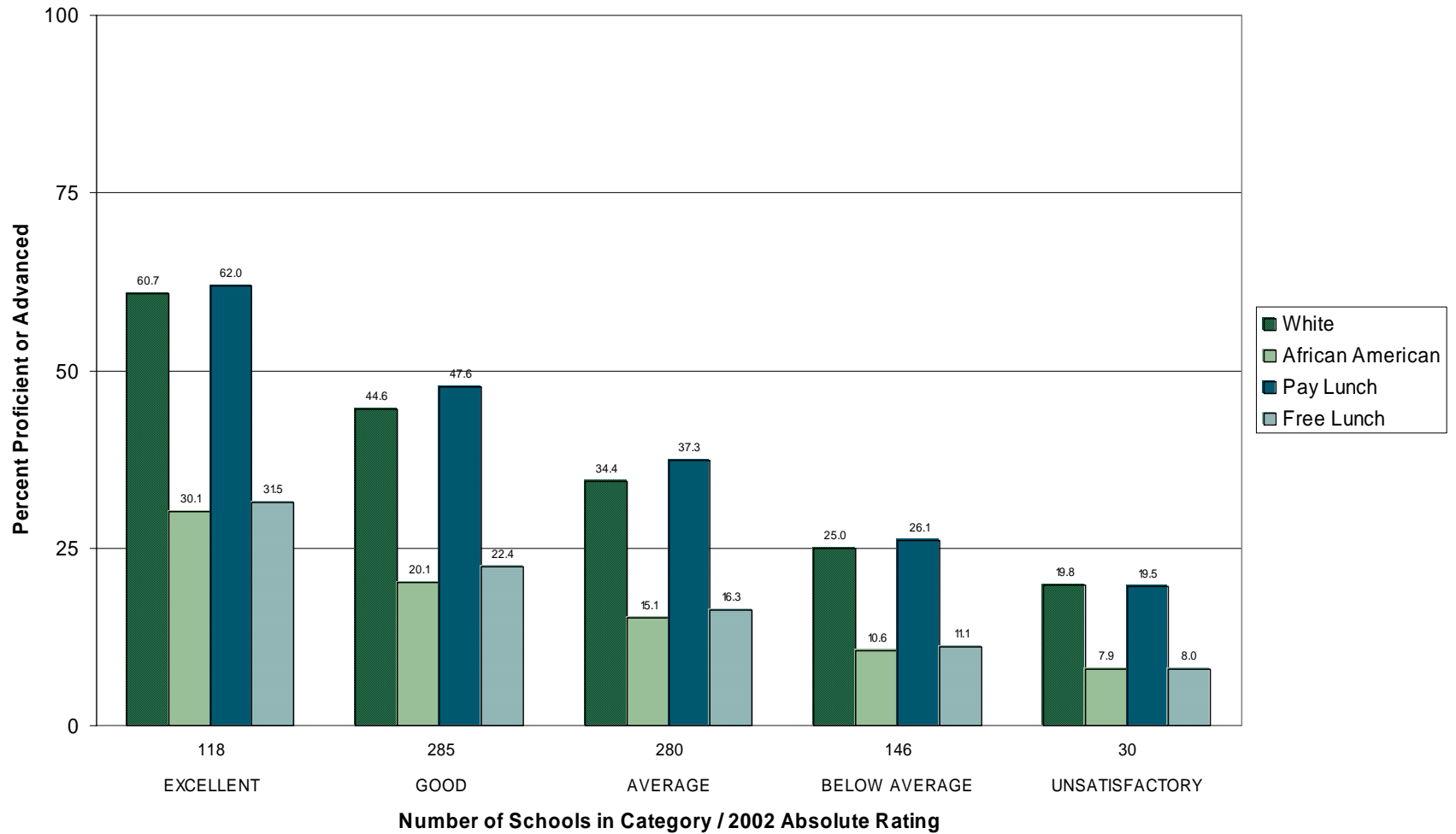


Figure 10: 2002 PACT Math - Percent Basic or Above by Rating

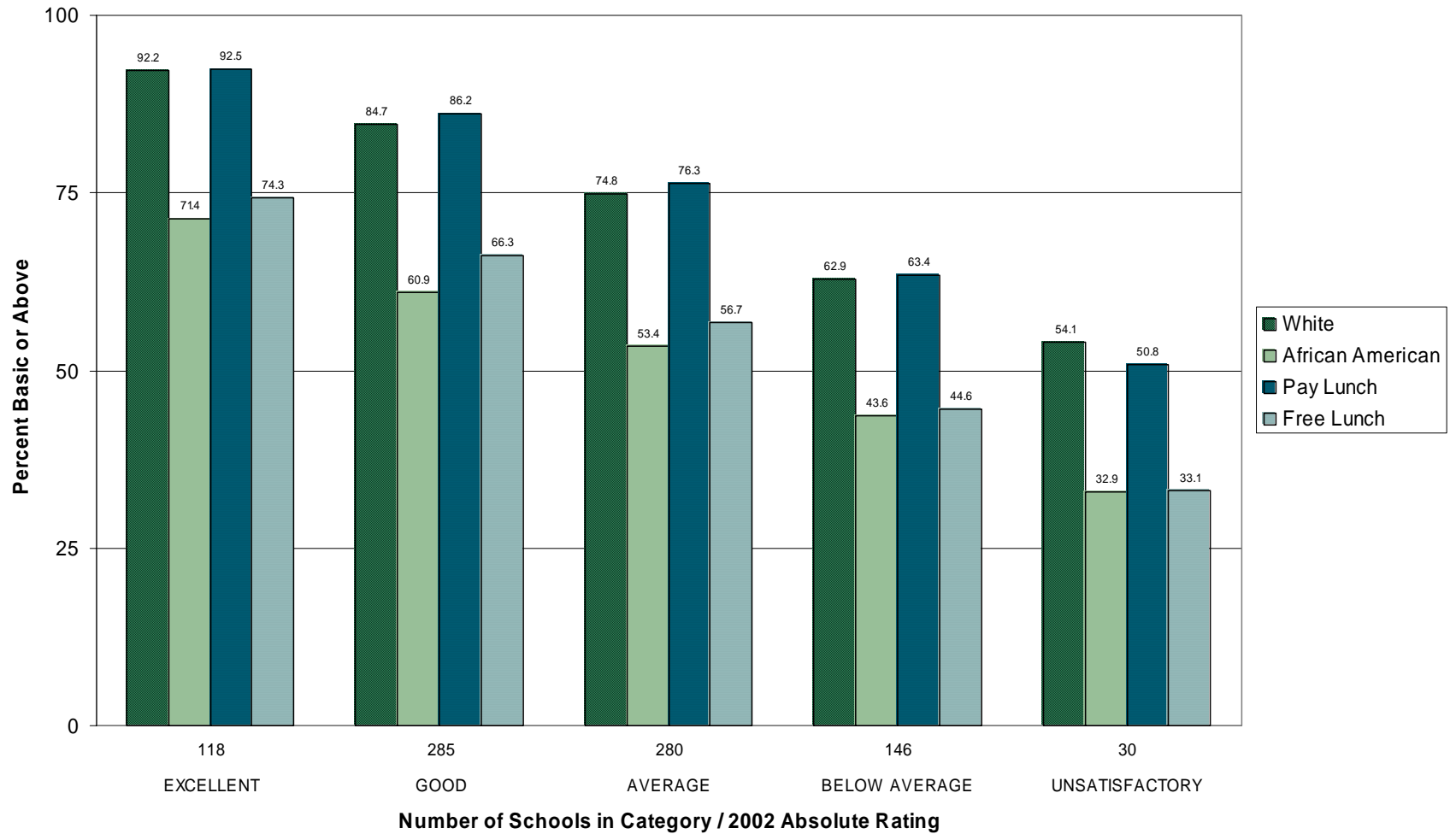
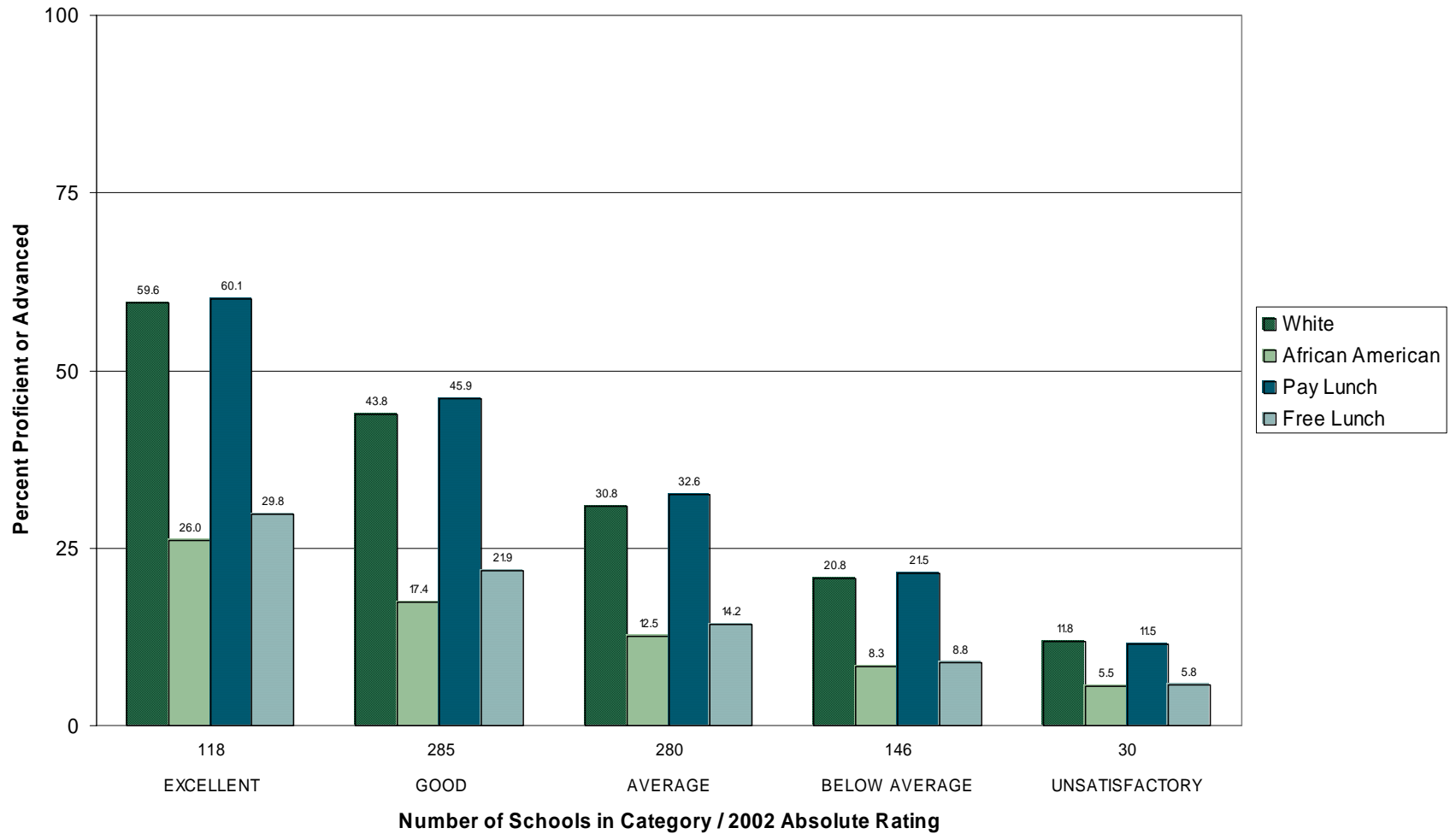


Figure 11: 2002 PACT Math - Percent Proficient or Advanced by Rating



School Rating Analysis

- Achievement levels for Each Student Demographic Group:
 - Highest in Excellent Schools
 - Lowest in Unsatisfactory Schools
 - Achievement Gaps Present in Schools in All Absolute Rating Categories

Gaps By School Rating

- For Basic or Above Levels, Gaps Are Similar in Size in Schools at All Rating Levels
- For Proficient or Advanced Levels, Gaps Are Larger in Schools With High Ratings Than in Lower-Rated Schools

Subgroup Analysis

- What was the Performance of Students Belonging to Different Racial and Socioeconomic Groups?
 - African-American Pay Lunch
 - African-American Free/Reduced Lunch
 - White Pay Lunch
 - White Free/Reduced Lunch

Figure 16: 2002 PACT English and Language Arts - Percent Basic or Above

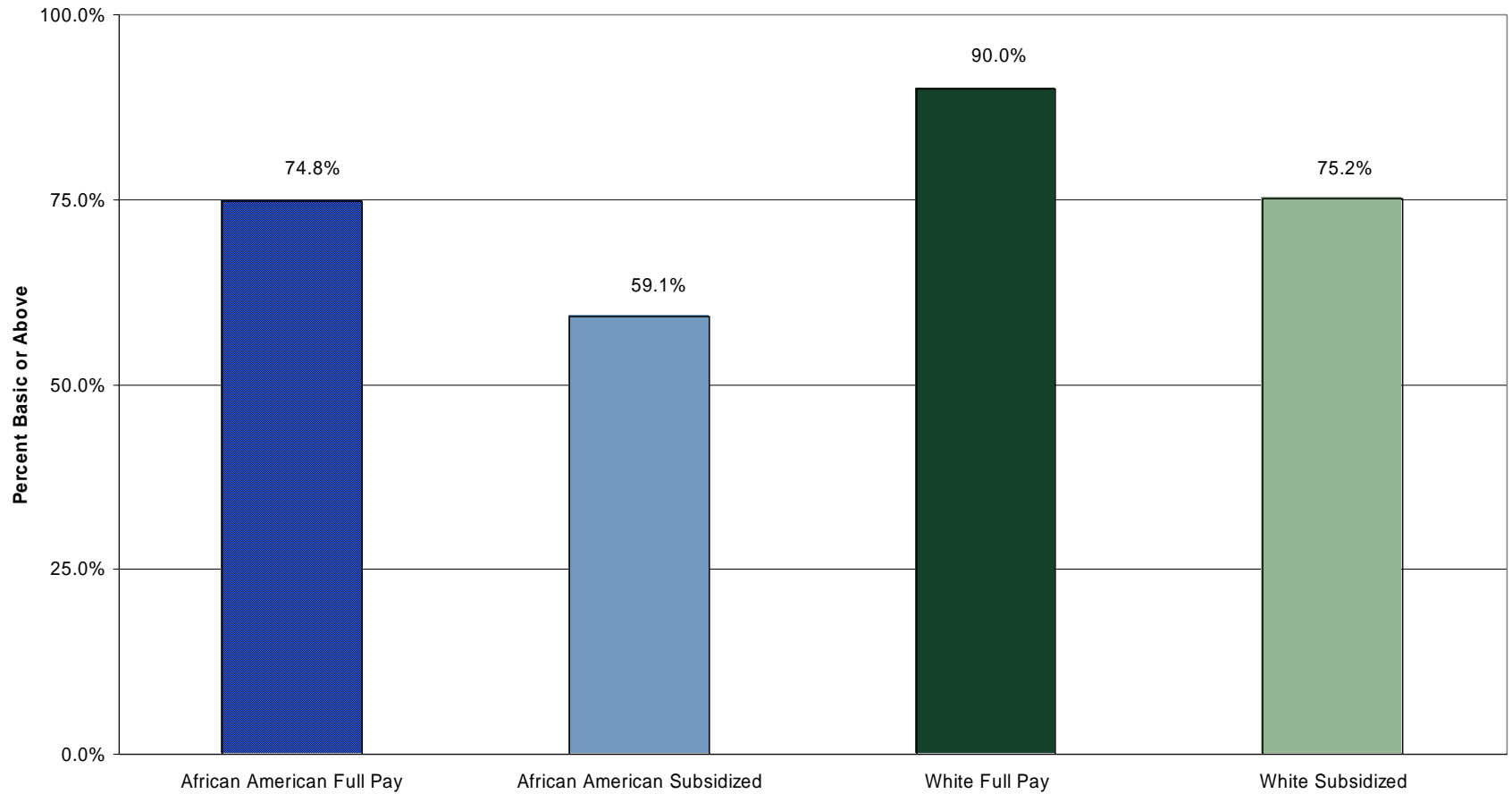


Figure 17: 2002 PACT English and Language Arts Percent Proficient or Advanced

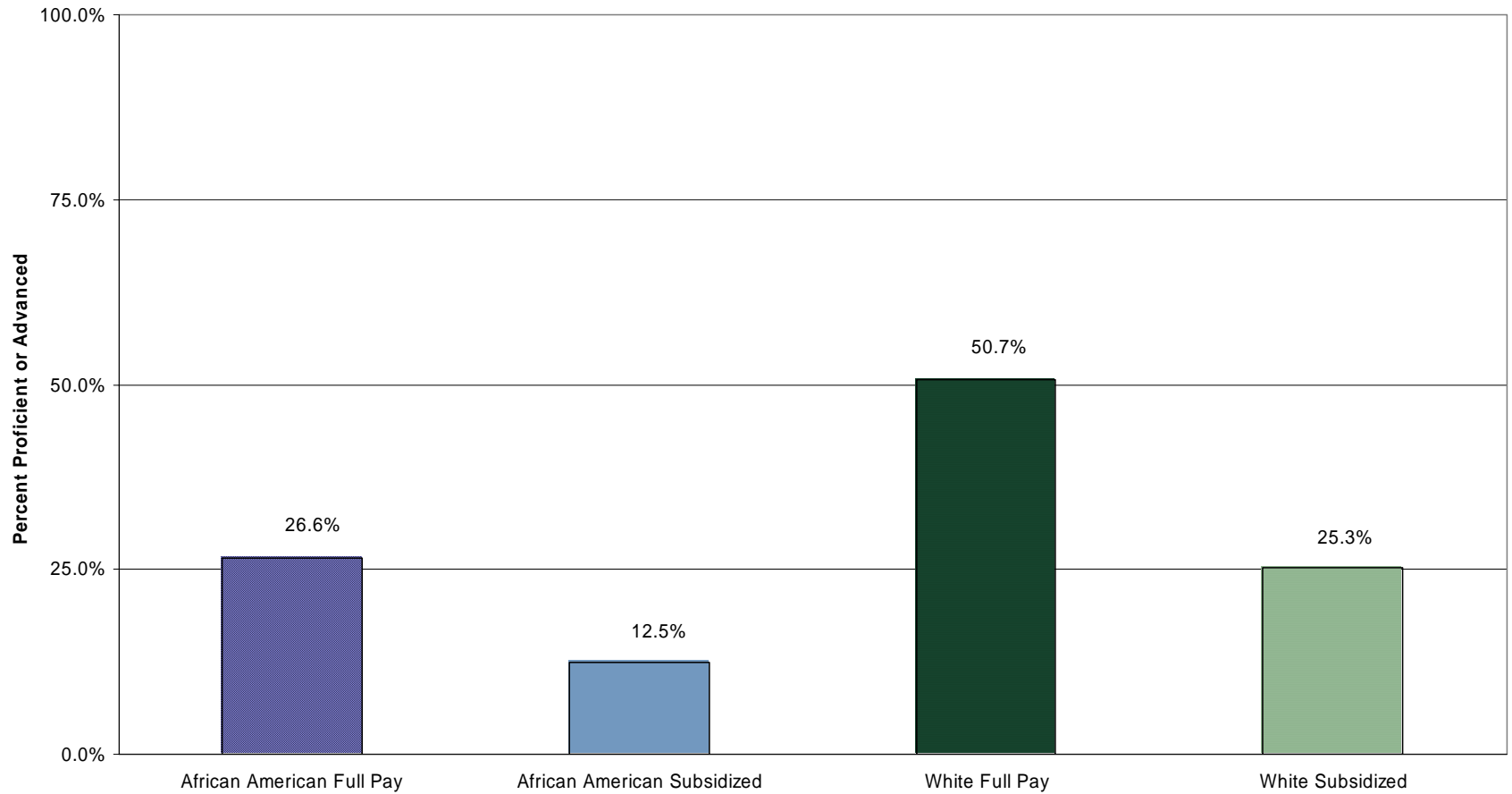


Figure 18: 2002 PACT Math - Percent Basic or Above

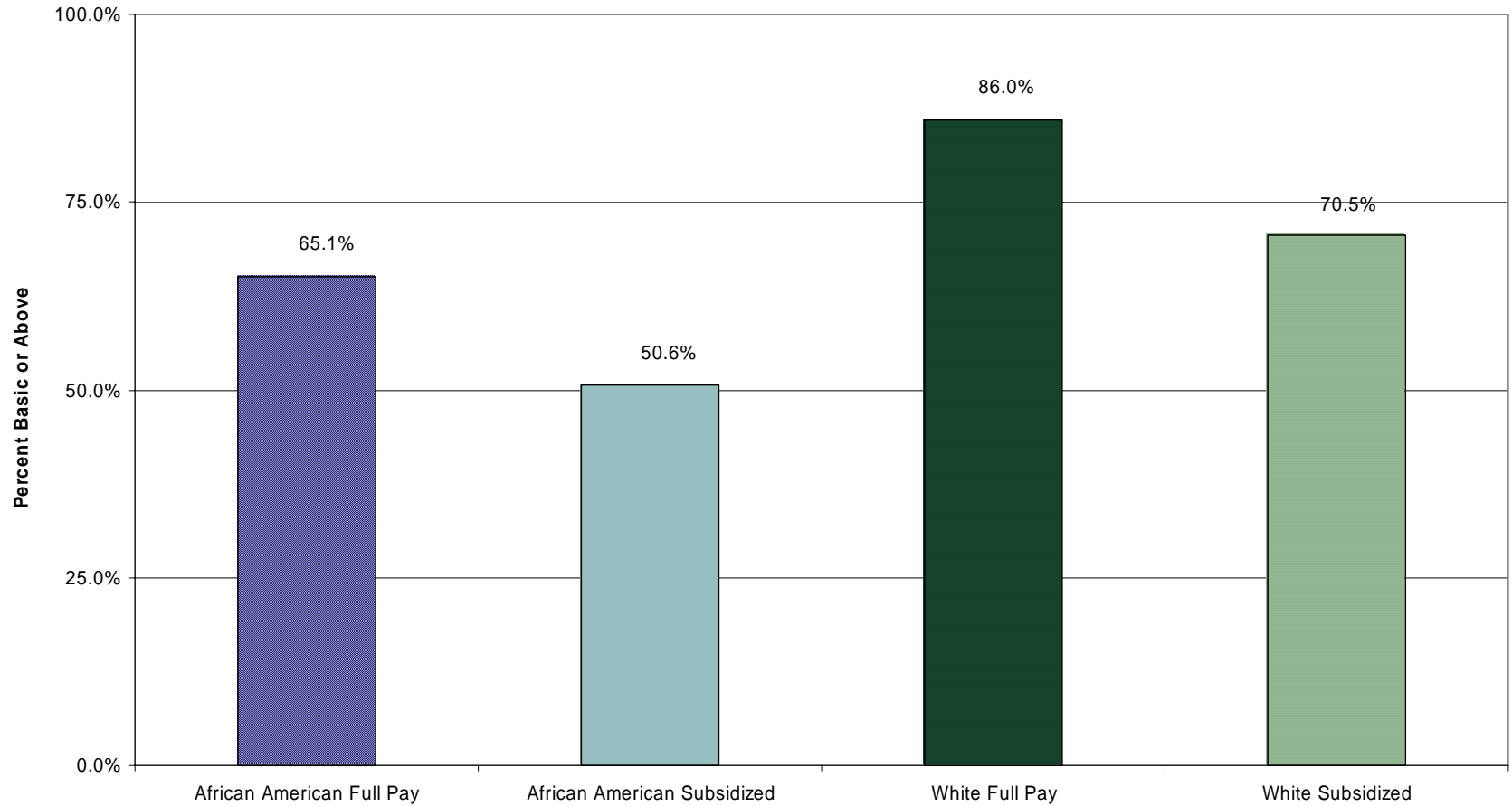
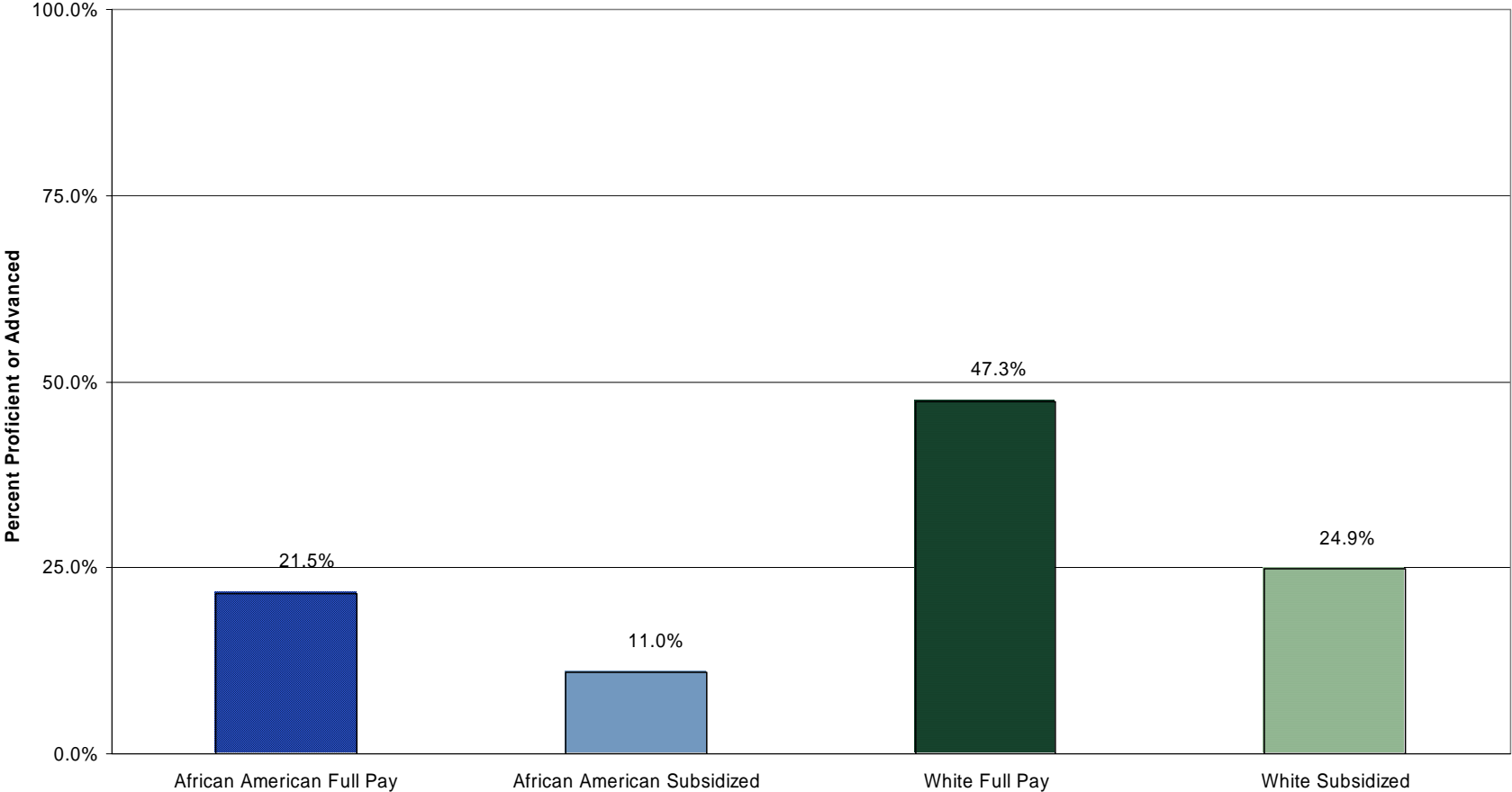


Figure 19: 2002 PACT Math - Percent Proficient or Advanced



Subgroup Analysis

- For Both Tests and All Performance Levels:
 - White Pay Students Had Highest Performance
 - African-American Free/Reduced Lunch Students Had Lowest Performance
 - African-American Pay Lunch and White Free/Reduced Lunch Students Had Similar Performance Levels

Subgroup Gap Analysis

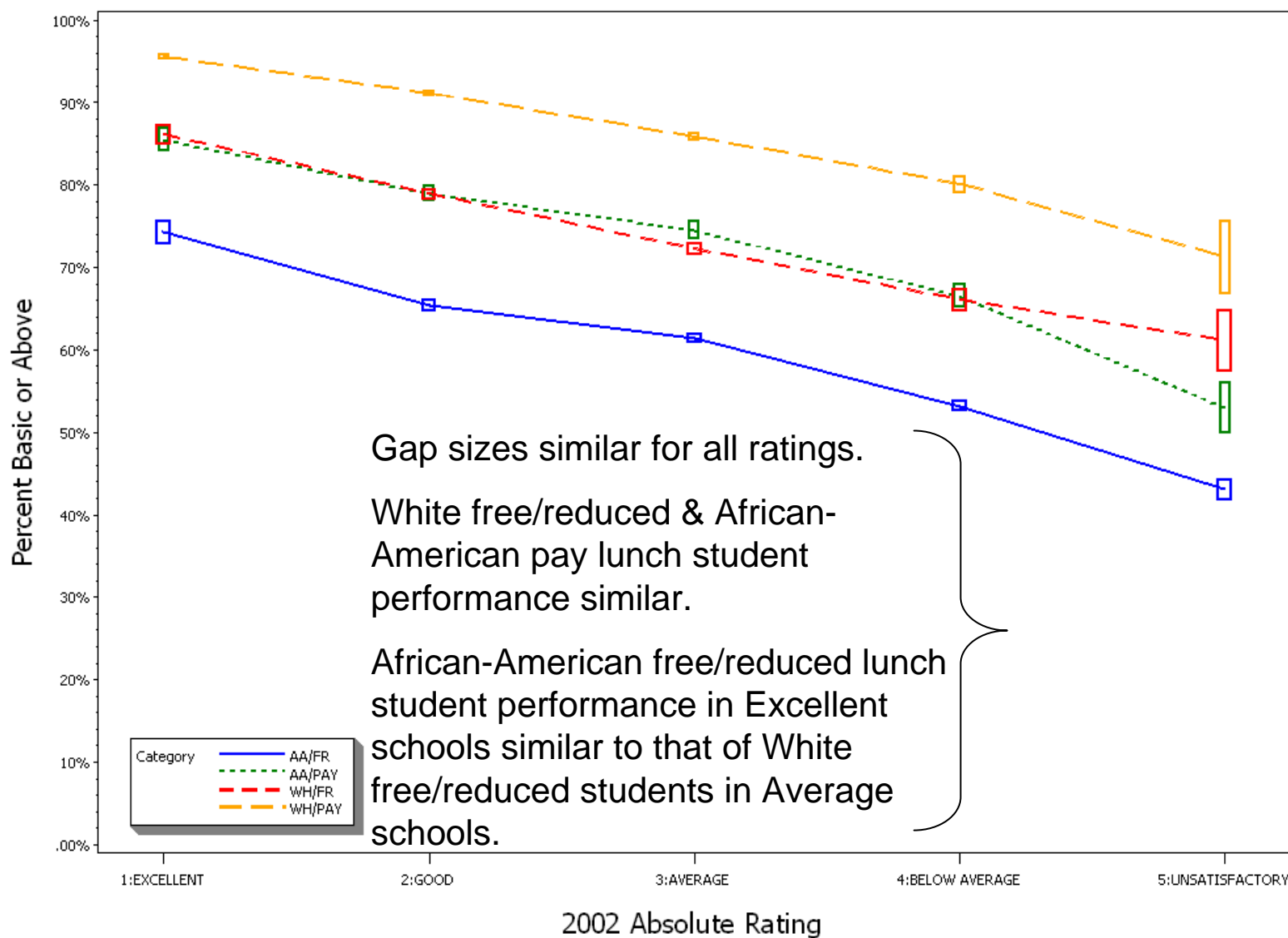
- Largest Achievement Gap Between African-American Free/Reduced Lunch Students and White Pay Lunch Students
- Smallest Gap Between African-American Pay Lunch Students and White Free/Reduced Students

Subgroup Analysis By School Rating

- What Was the Performance of Different Student Demographic Subgroups in Schools Having Different Absolute Ratings?

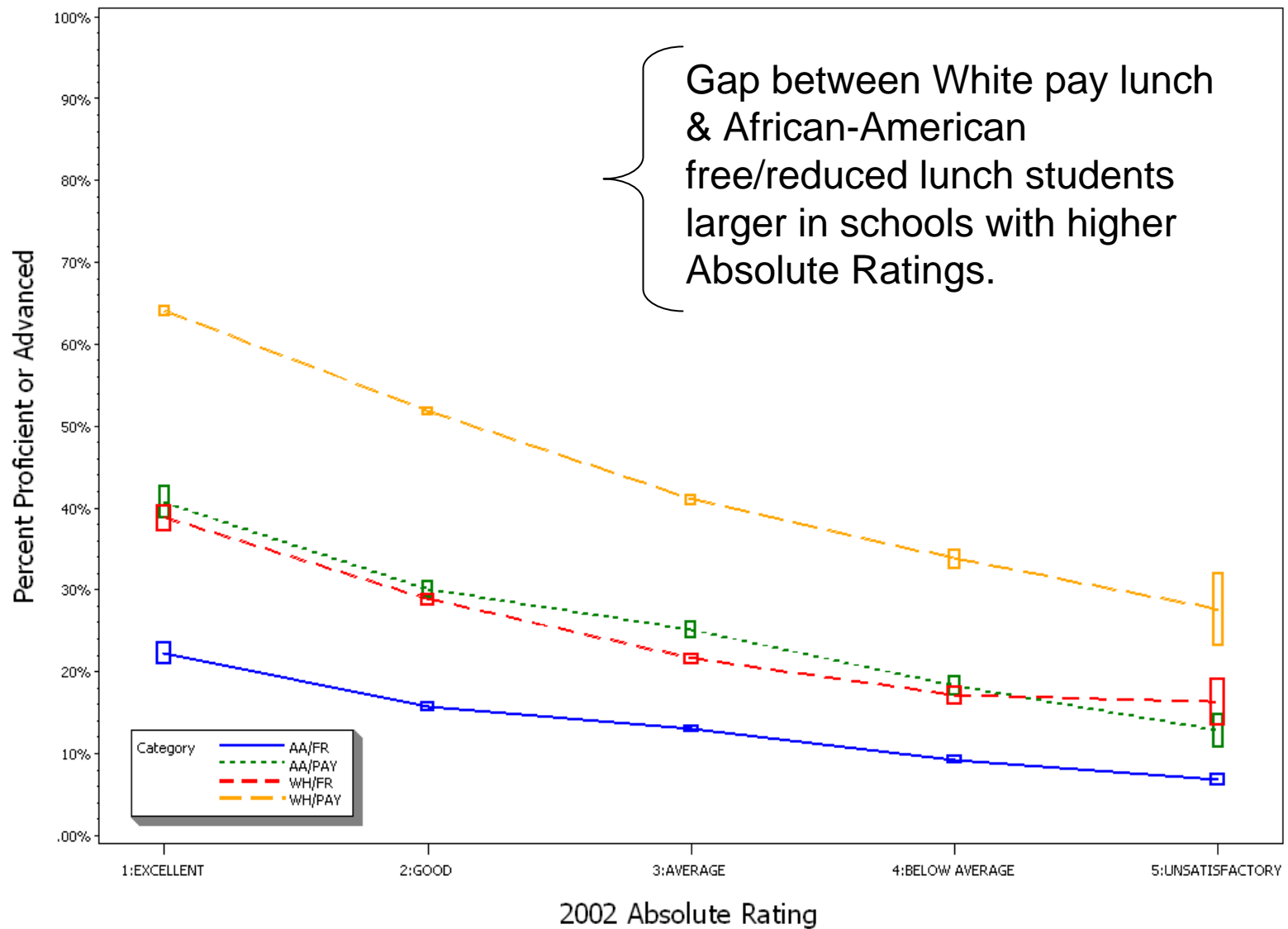
2002 PACT: English/Language Arts Percent Basic or Above

Figure 28



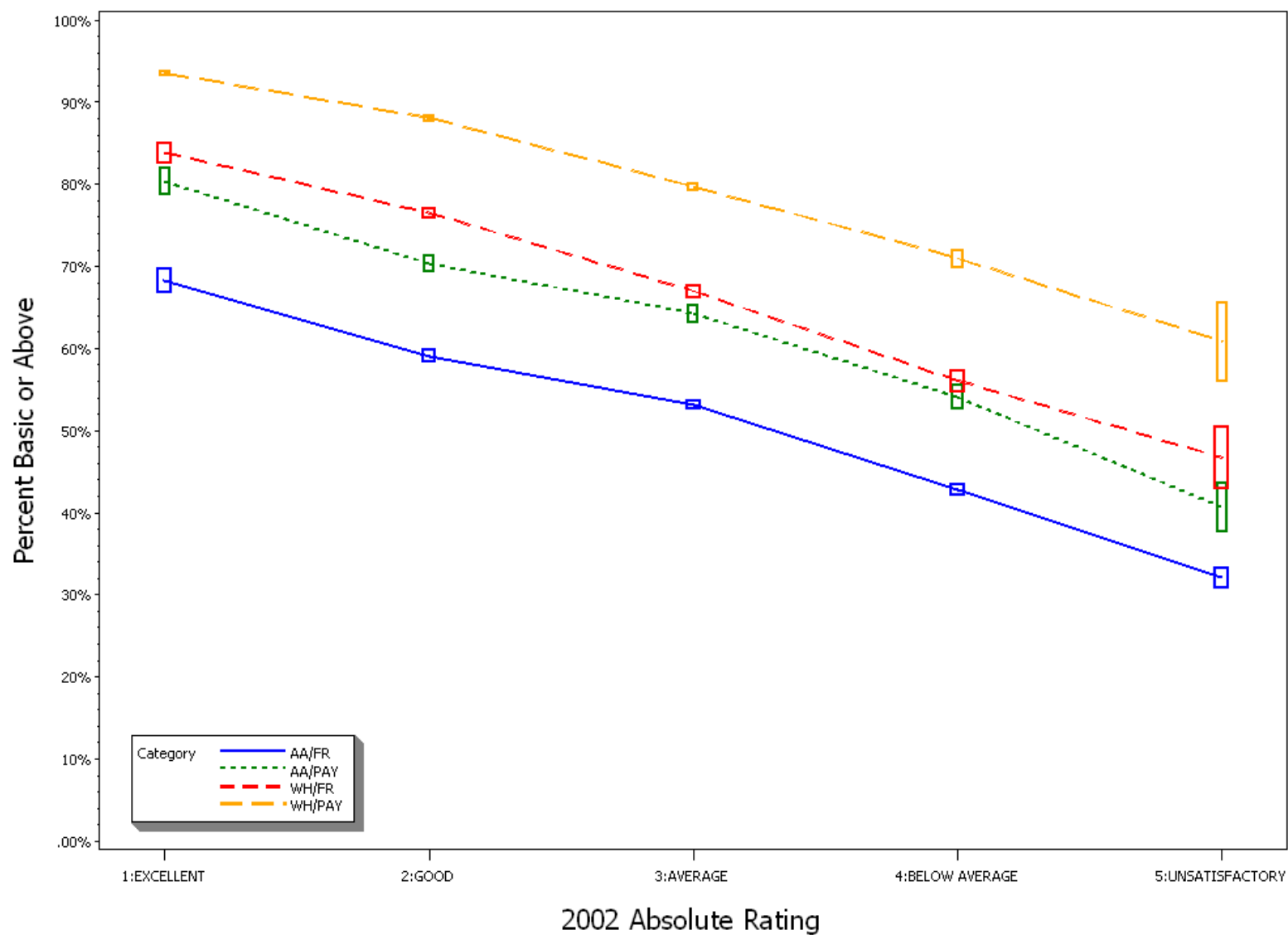
2002 PACT: English/Language Arts Percent Proficient or Advanced

Figure 29



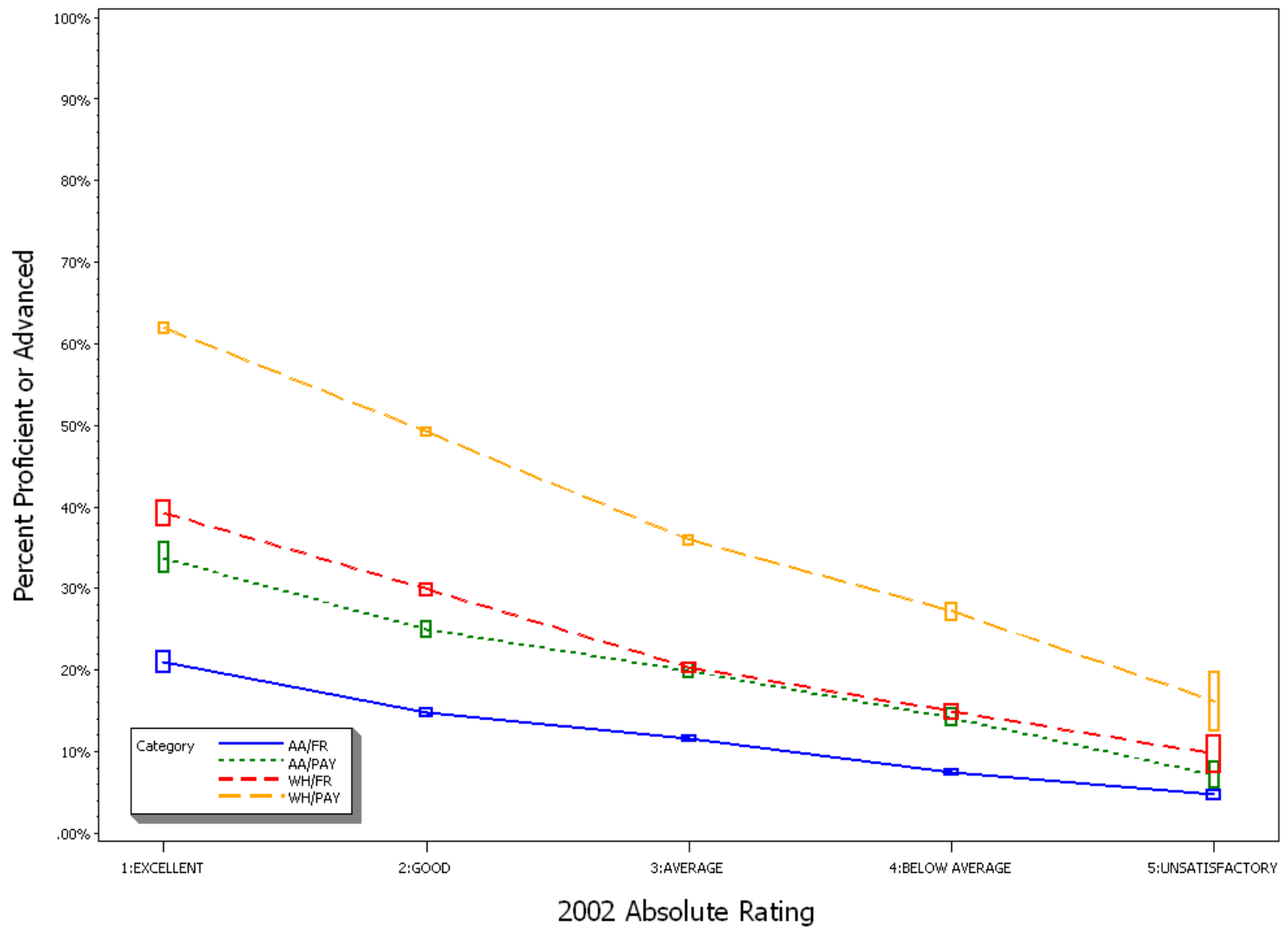
2002 PACT: Math Percent Basic or Above

Figure 30



2002 PACT: Math Percent Proficient or Advanced

Figure 31



Trend Analysis

- What Changes Have Occurred in the Achievement Gaps Since 1999?

Trend Analysis

1999 and 2001 PACT Results for Selected Demographic Groups

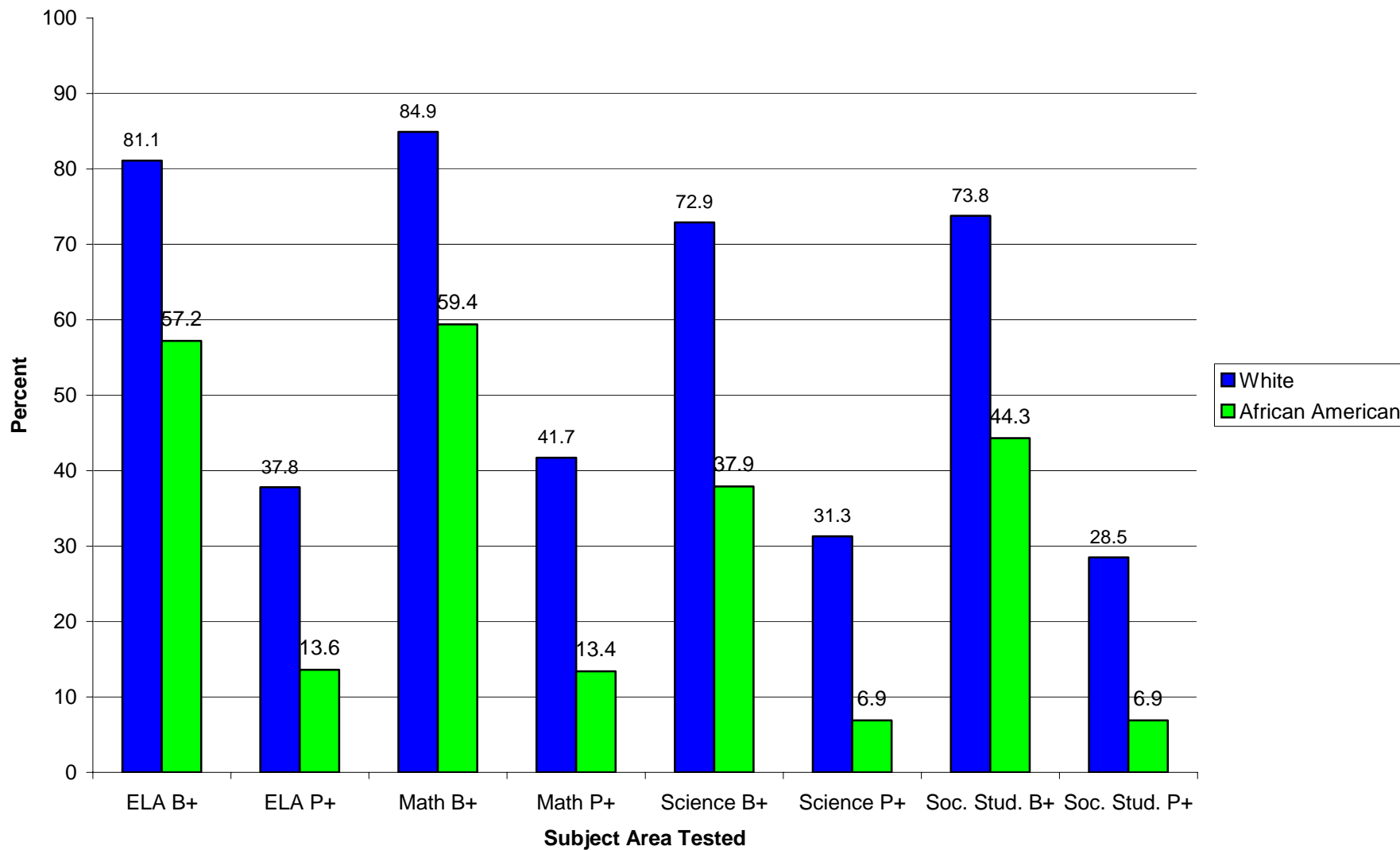
Group	ELA						Math					
	% Basic or above		Difference	% Proficient or Advanced		Difference	% Basic or above		Difference	% Proficient or Advanced		Difference
	2001	1999	2001-1999	2001	1999	2001-1999	2001	1999	2001-1999	2001	1999	2001-1999
All Students	73.3	63.8	9.5	31.9	25.3	6.6	64.4	53.3	11.1	26.1	16.5	9.6
White	84.0	76.5	7.5	43.7	35.8	7.9	76.9	68.3	8.6	36.9	23.2	13.7
African-American	58.6	46.7	11.9	15.7	11.0	4.7	47.2	32.8	14.4	11.4	5.2	6.2
Free/Reduced Lunch	60.7	48.5	12.2	17.0	11.8	5.2	50.4	36.2	14.2	13.2	5.9	7.3
Pay Lunch	85.2	78.4	6.8	46.1	37.9	8.2	77.7	69.3	8.4	38.6	26.4	12.2

Trend Analysis

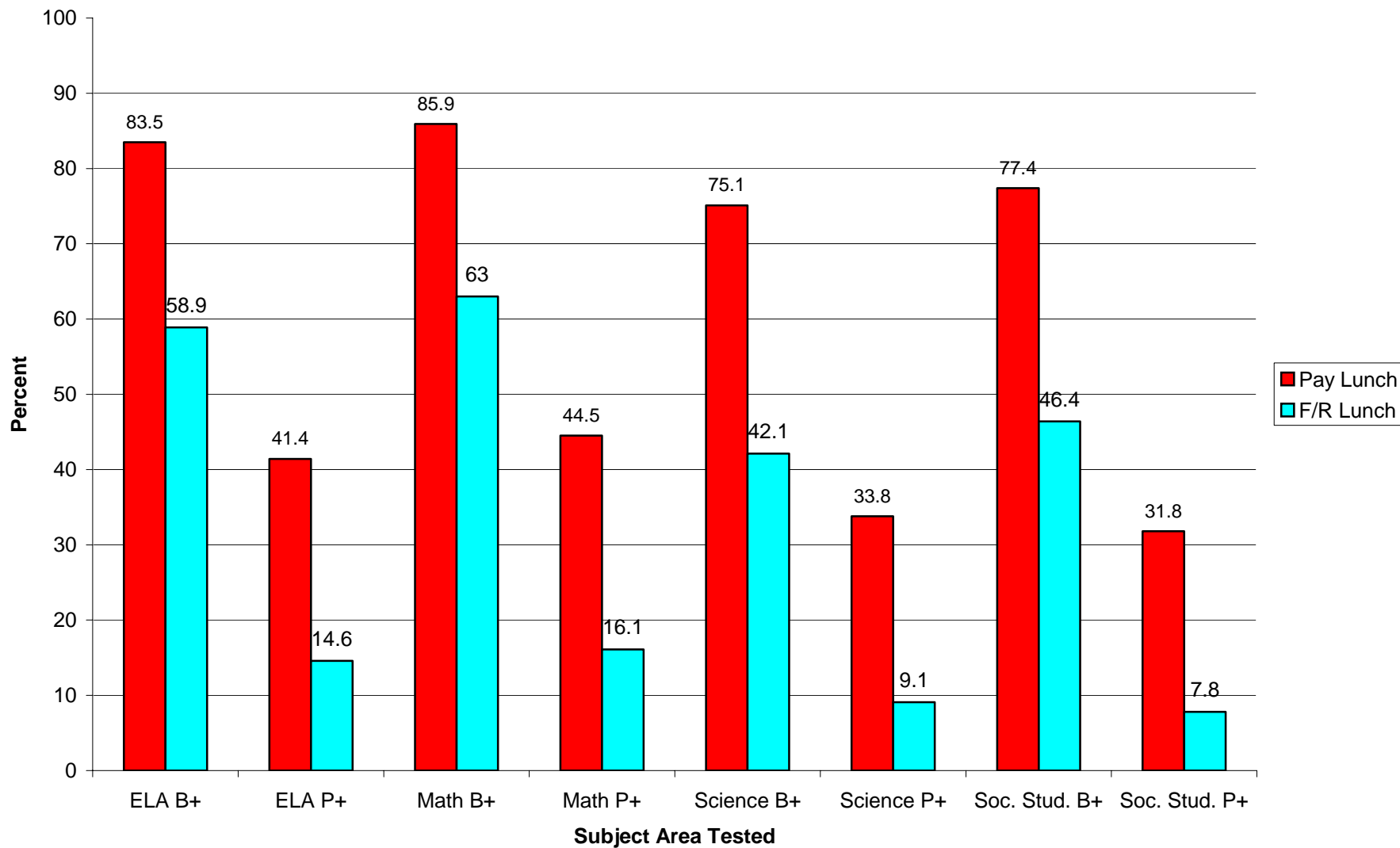
Differences in Achievement Gaps, 1999 – 2001 PACT

Target – Comparison Group	ELA Achievement Gaps					Math Achievement Gaps				
	% Basic or above		% Proficient or Advanced				% Basic or above		% Proficient or Advanced	
	1999	2001	1999	2001			1999	2001	1999	2001
African-American – White	-29.8	-25.4	-24.8	-28.0		-35.5	-29.7	-18.0	-25.5	
Free/Reduced Lunch – Pay Lunch	-29.9	-24.5	-26.1	-29.1		-33.1	-27.3	-20.5	-25.4	

2003 PACT Results for Demographic Groups - Ethnicity



2003 PACT Results for Demographic Groups - F/R vs. Pay Lunch



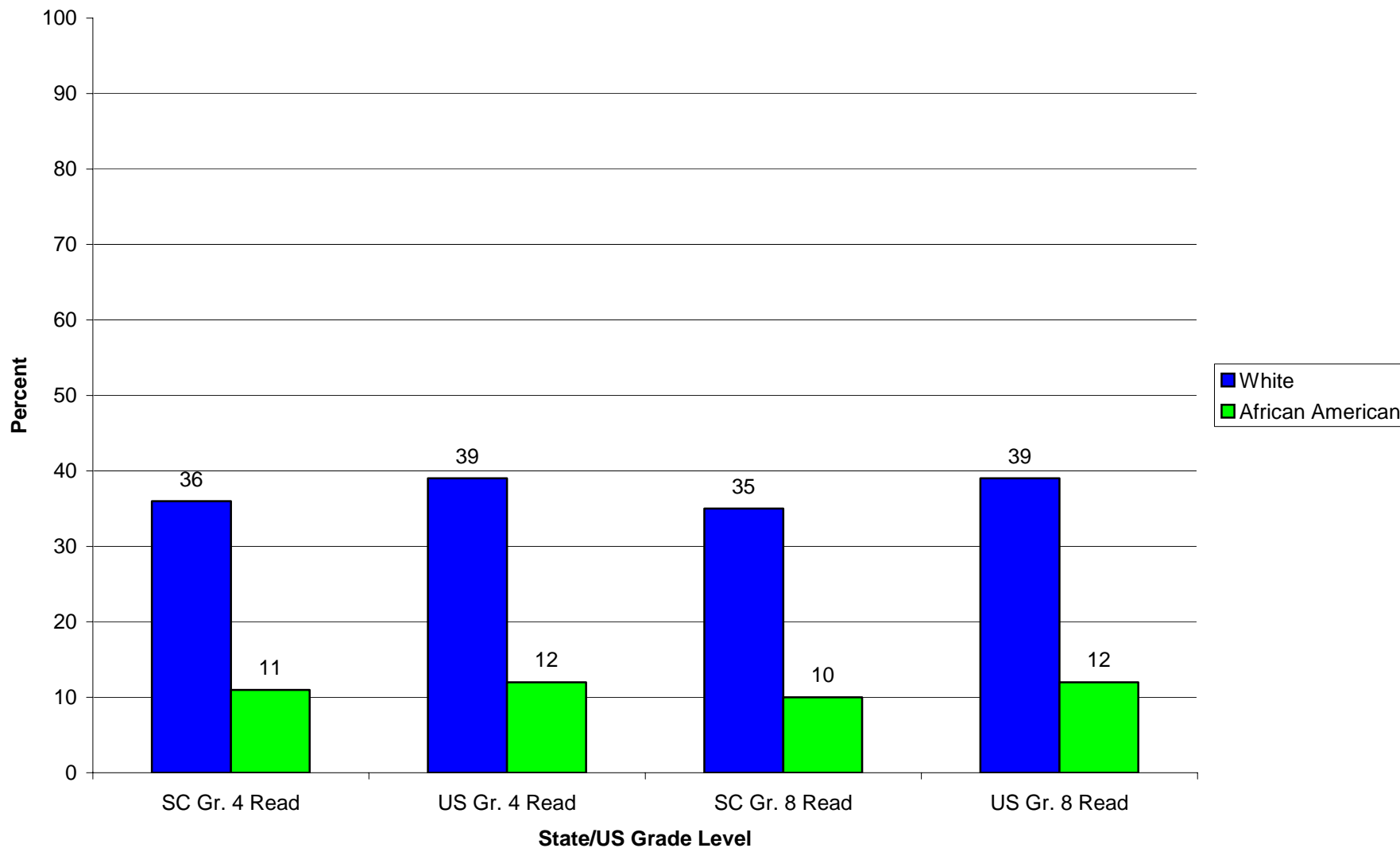
**Statewide Analysis of Three Year Longitudinal Data By Student
Demographic Group
PACT ELA and Math
1999-2000 – 2001-2002**

Student Group	% Students Initially Scoring BB1 Who Improved By 2001-2002		% Students Initially Scoring BB2 Who Improved By 2001-2002		% Students Initially Scoring Proficient or Advanced Who Maintained High Scores Through 2001-2002		% Students Initially Scoring Basic Whose Scores Were Higher Than Basic in 2001-2002		% Students Initially Scoring Basic Whose Scores Dropped Below Basic in 2001-2002	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
All Students	23.6	19.4	46.2	43.6	64.6	75.2	13.5	20.1	20.7	20.7
White	31.1	26.7	53.6	50.6	68.9	77.7	17.2	24.4	16.3	16.3
African-American	20.3	16.1	41.3	38.5	47.9	60.6	8.7	13.1	26.2	28.0
White	31.1	26.7	53.6	50.6	68.9	77.7	17.2	24.4	16.3	16.3
Pay Lunch	27.9	23.1	54.4	50.3	70.5	78.8	18.1	25.0	14.9	15.3
Free/Reduced Lunch	22.2	18.2	42.6	40.1	47.6	61.8	9.3	14.5	25.9	26.9

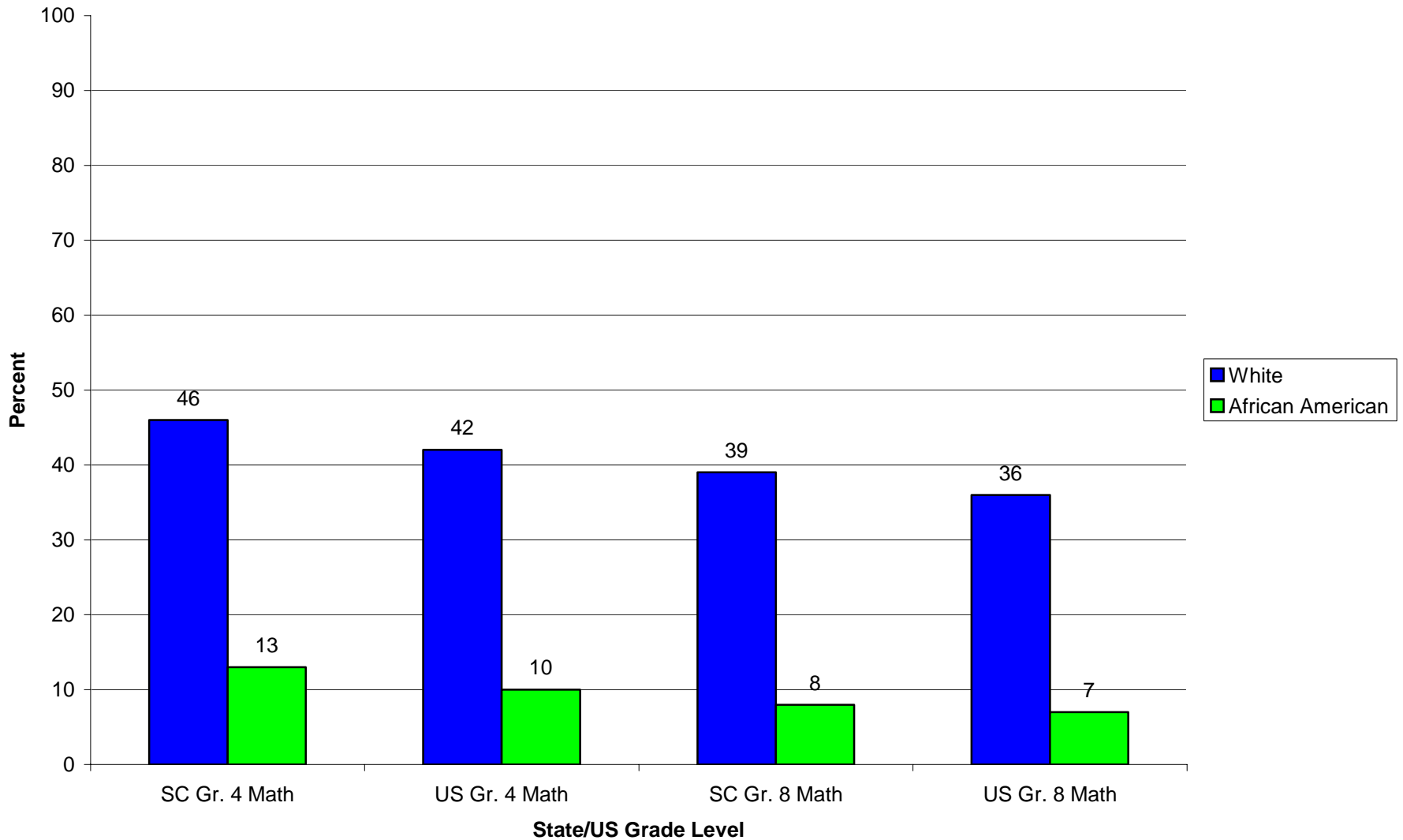
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	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
African-American Free/Reduced Lunch	20.1	16.0	40.4	37.5	42.4	55.5	7.7	11.8	28.1	30.2
White Free/Reduced Lunch	30.2	25.9	48.2	46.8	52.7	66.2	12.0	18.7	22.0	22.1
African-American Pay Lunch	21.4	16.8	46.6	43.4	57.4	68.5	12.2	17.3	19.5	21.3
White Pay Lunch	31.9	27.3	57.7	53.3	71.9	79.5	19.6	26.6	13.7	14.0

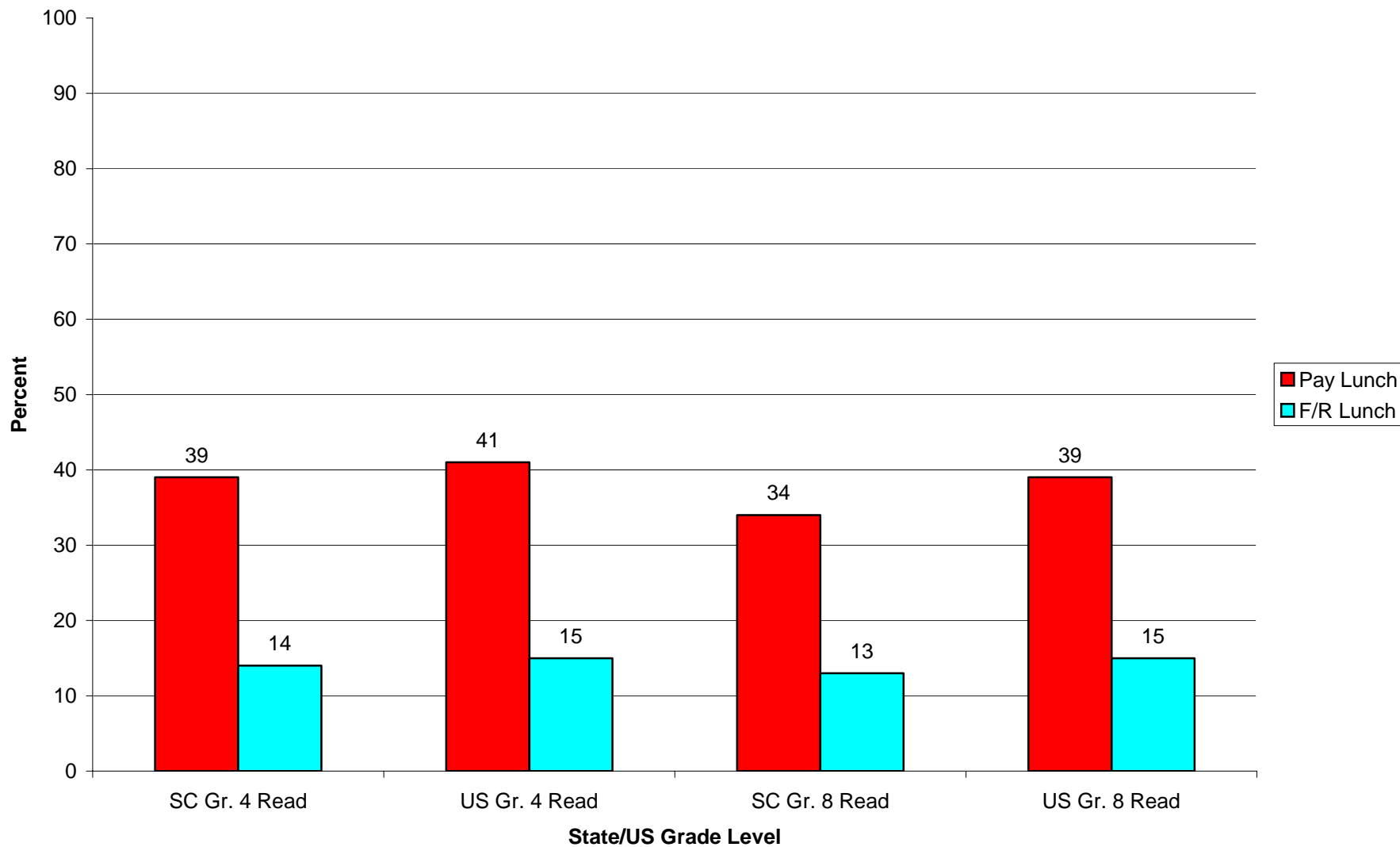
2003 NAEP Reading % Proficient or Higher - Ethnicity



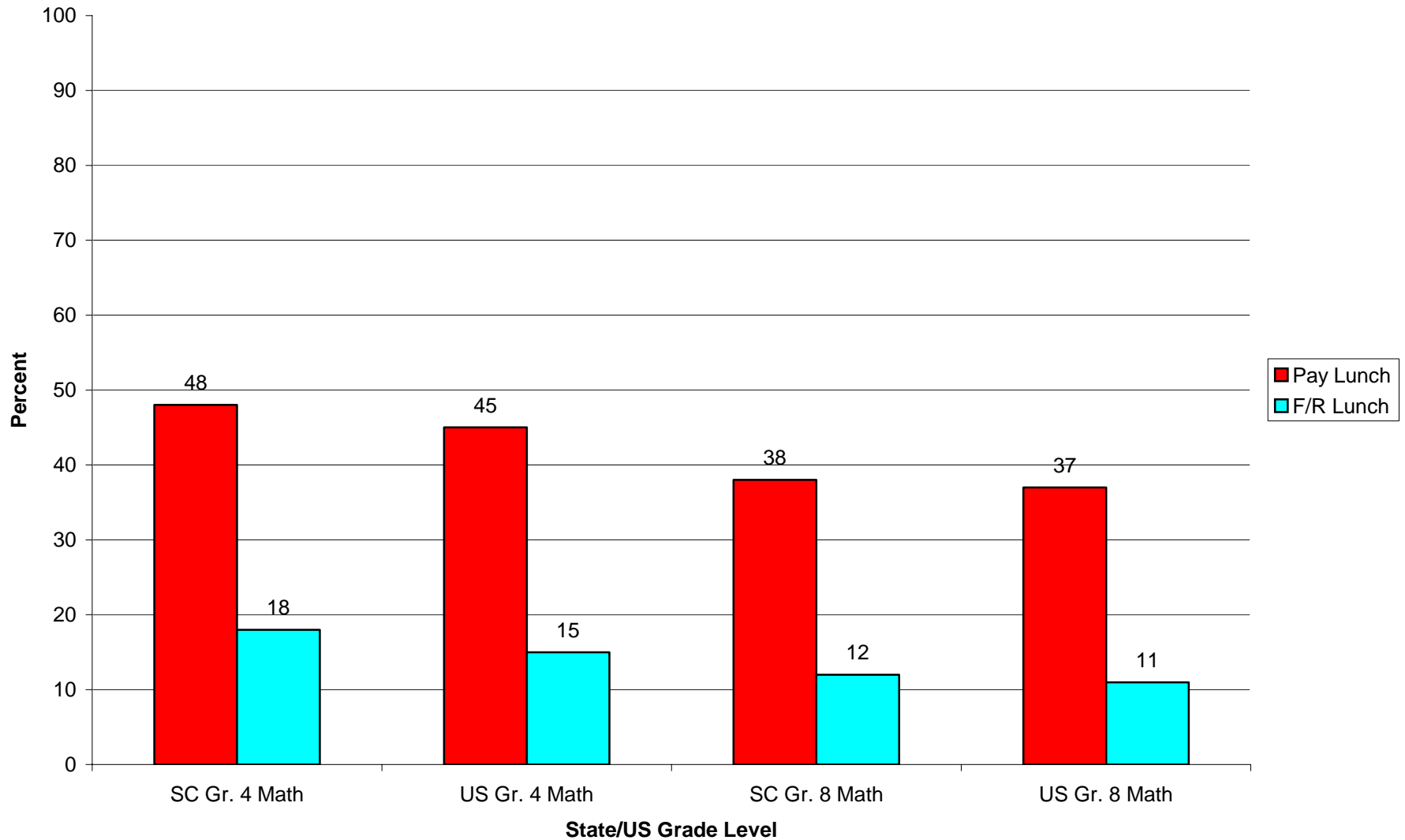
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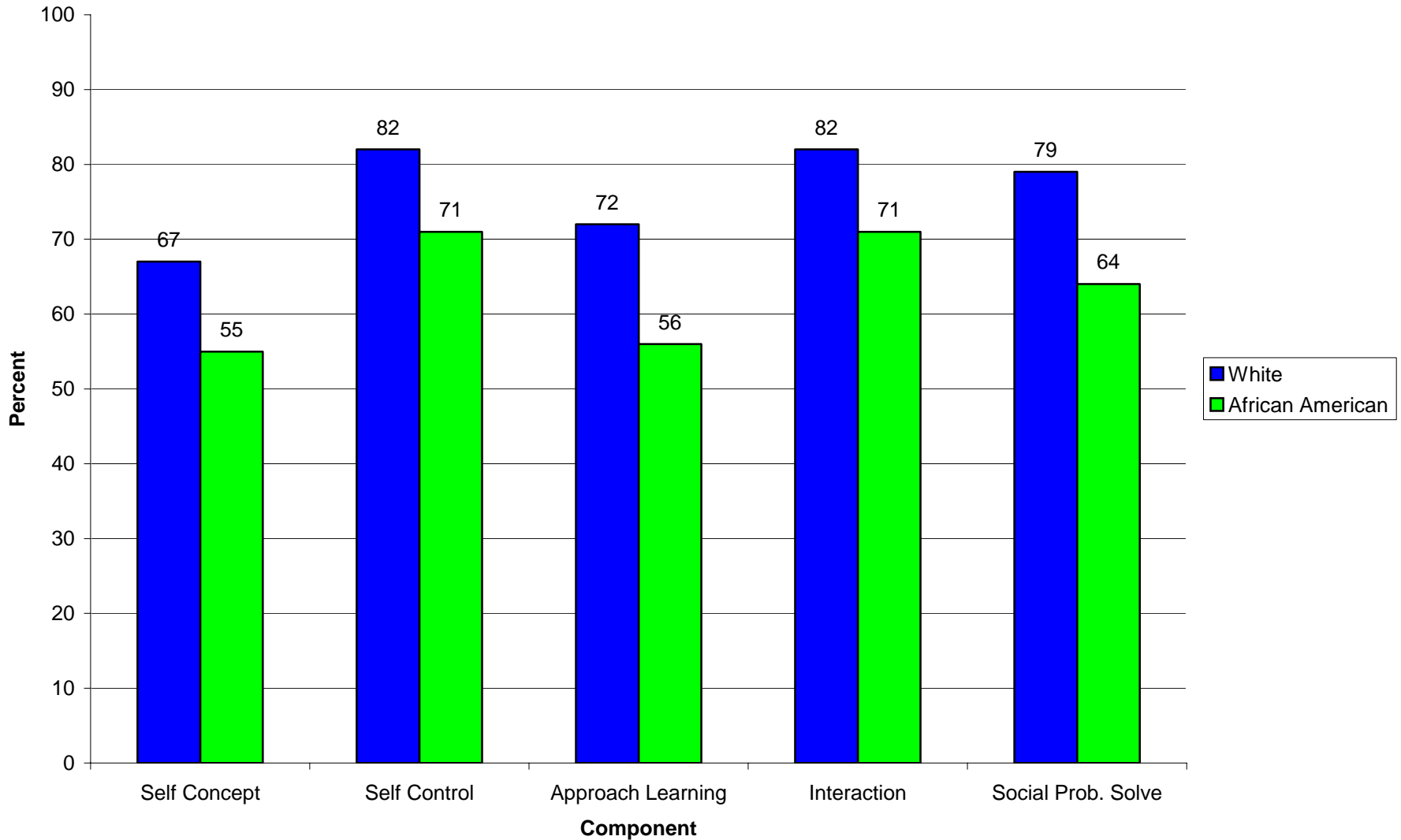
2003 NAEP Reading % Proficient or Higher - SES



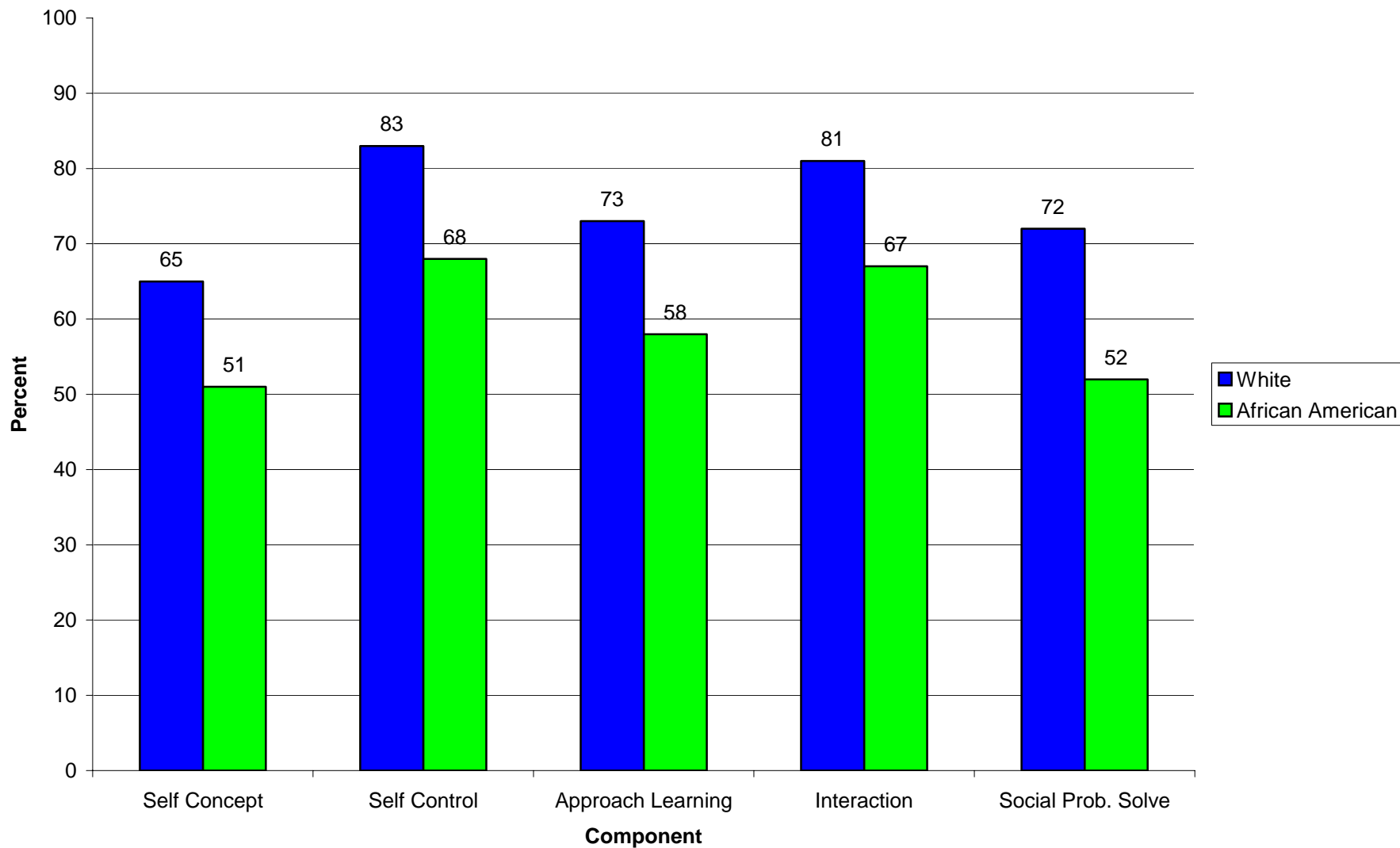
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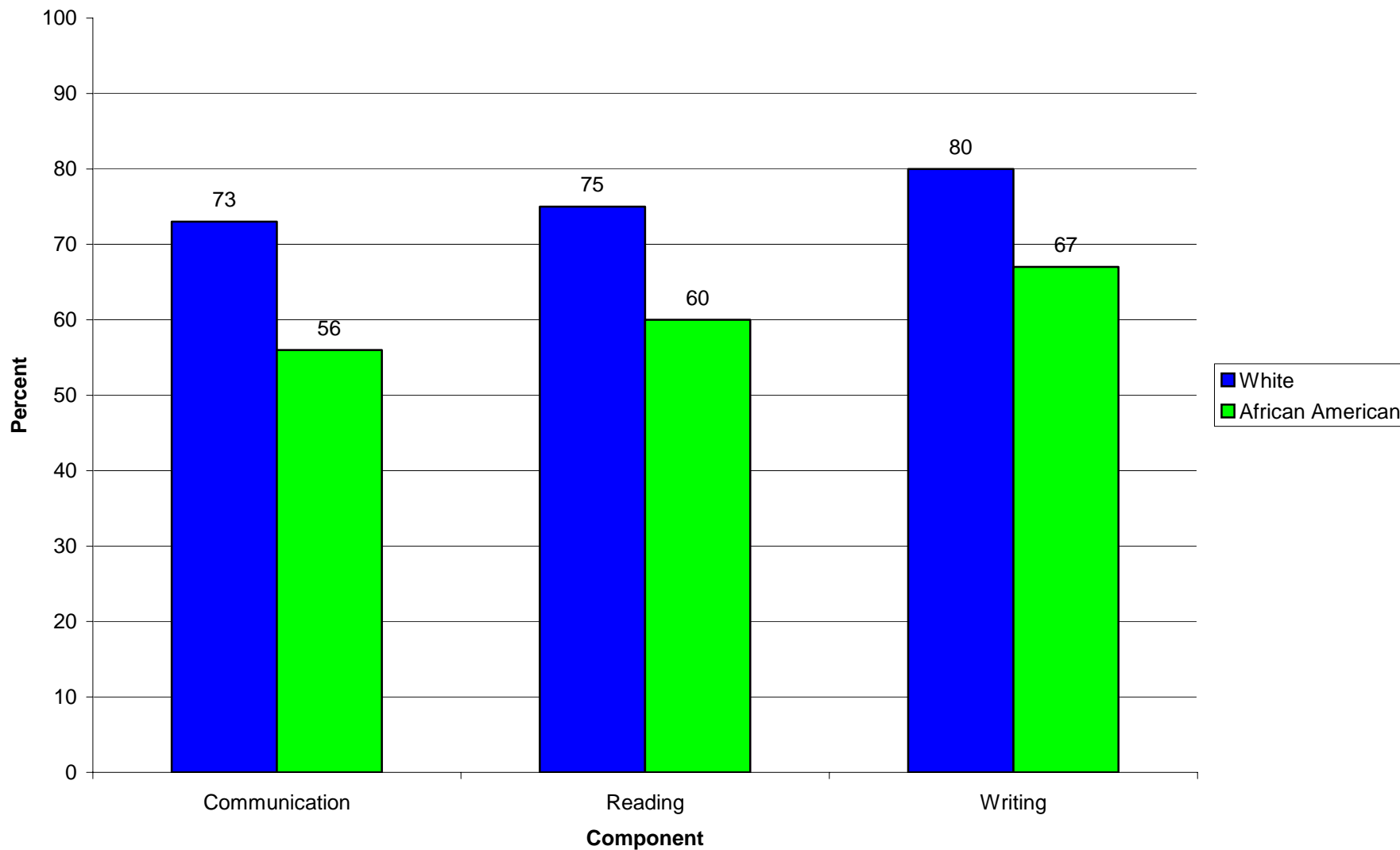
2003 SCRA Kindergarten Personal & Social % Consistently Demonstrates



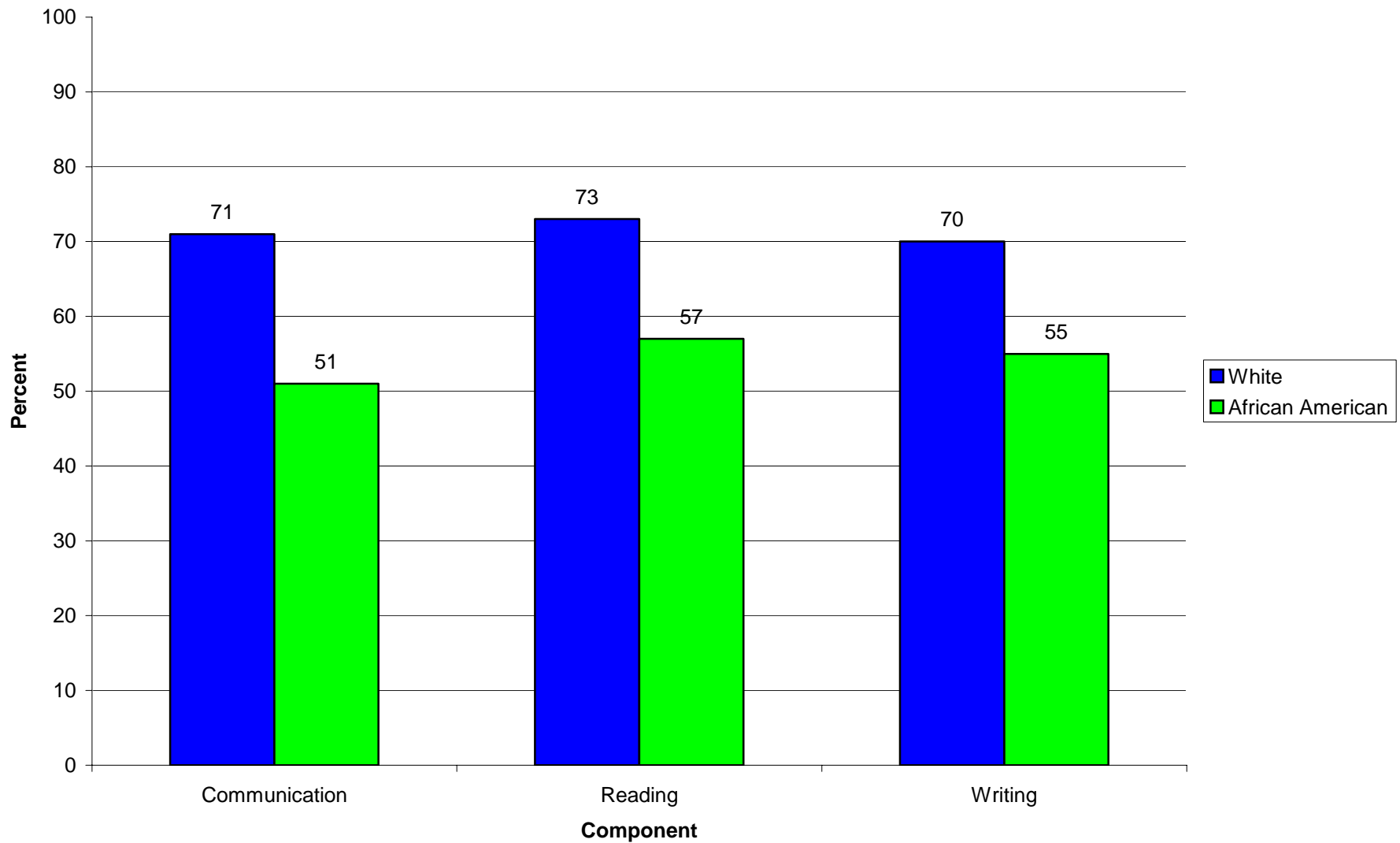
2003 SCRA Grade 1 Personal & Social % Consistently Demonstrates



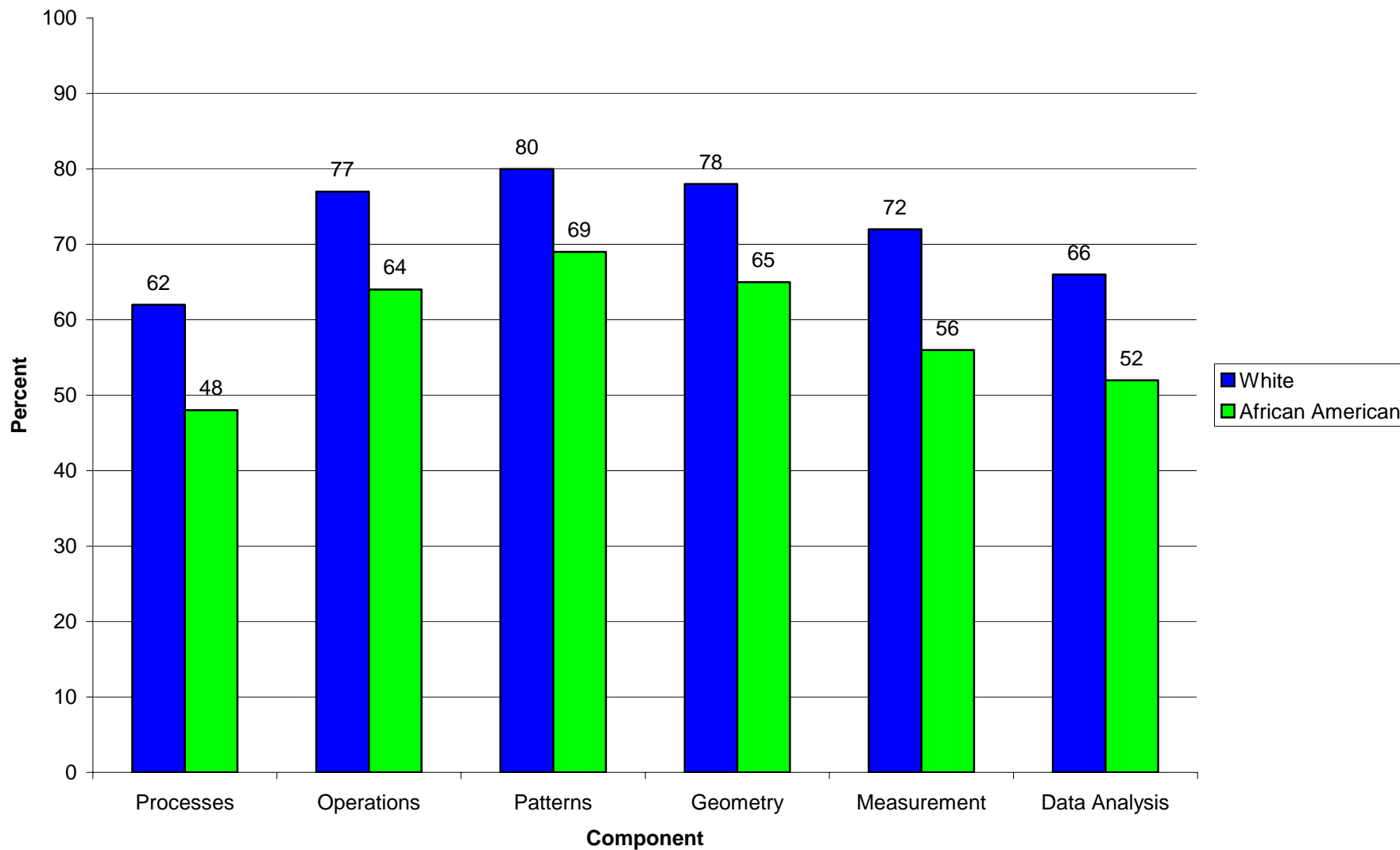
2003 SCRA Kindergarten ELA % Consistently Demonstrates



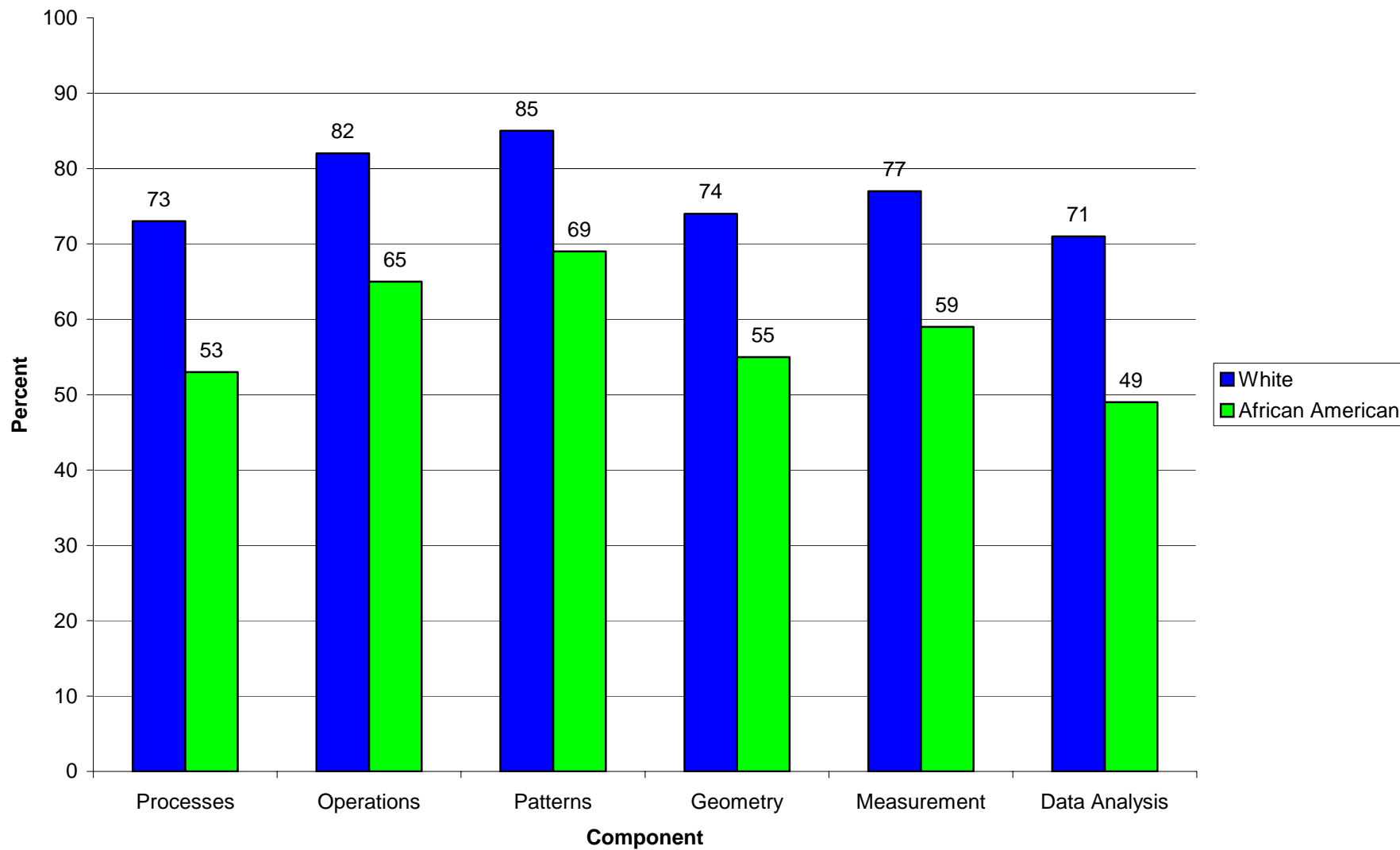
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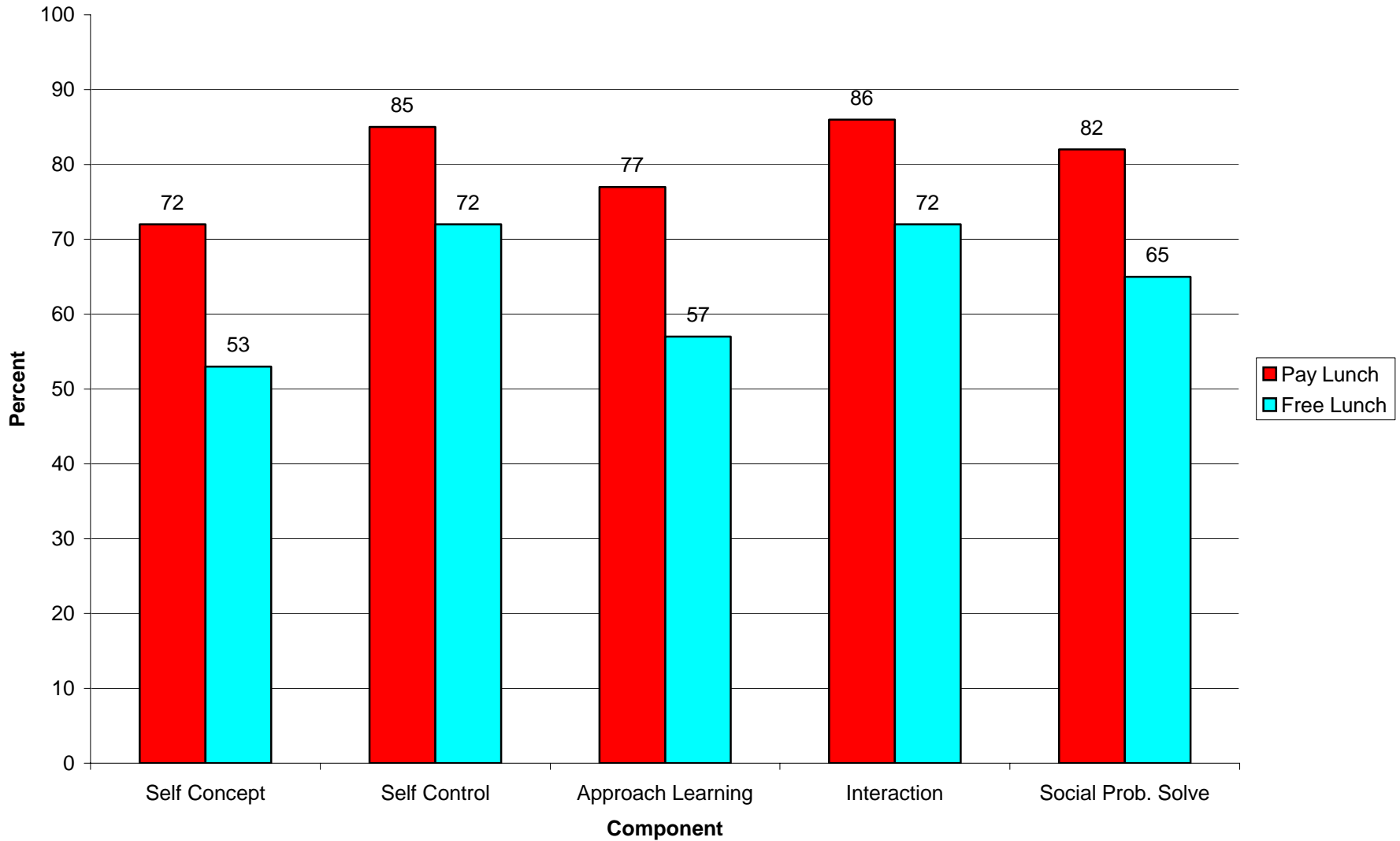
2003 SCRA Kindergarten Math % Consistently Demonstrates



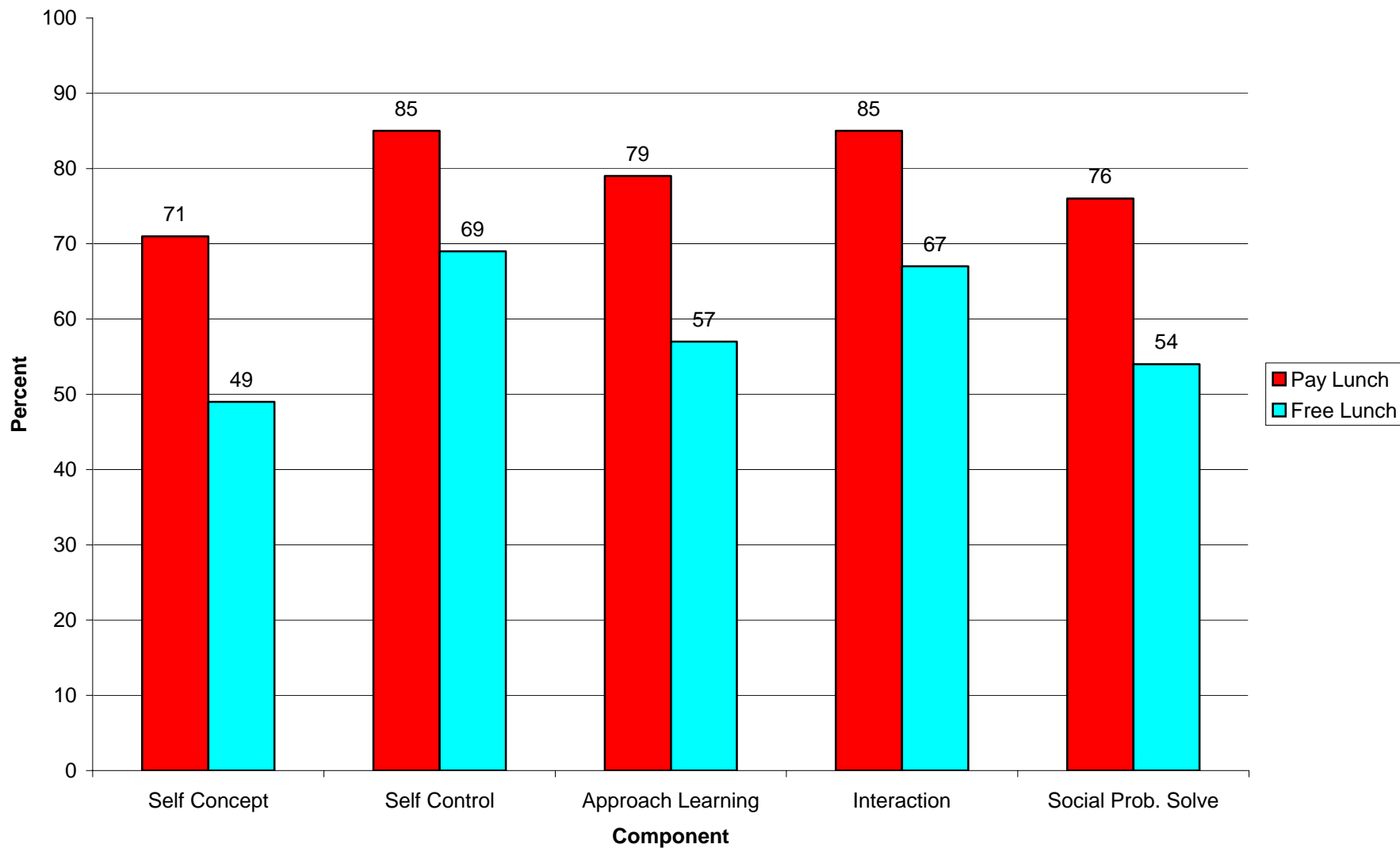
2003 SCRA Grade 1 Math % Consistently Demonstrates



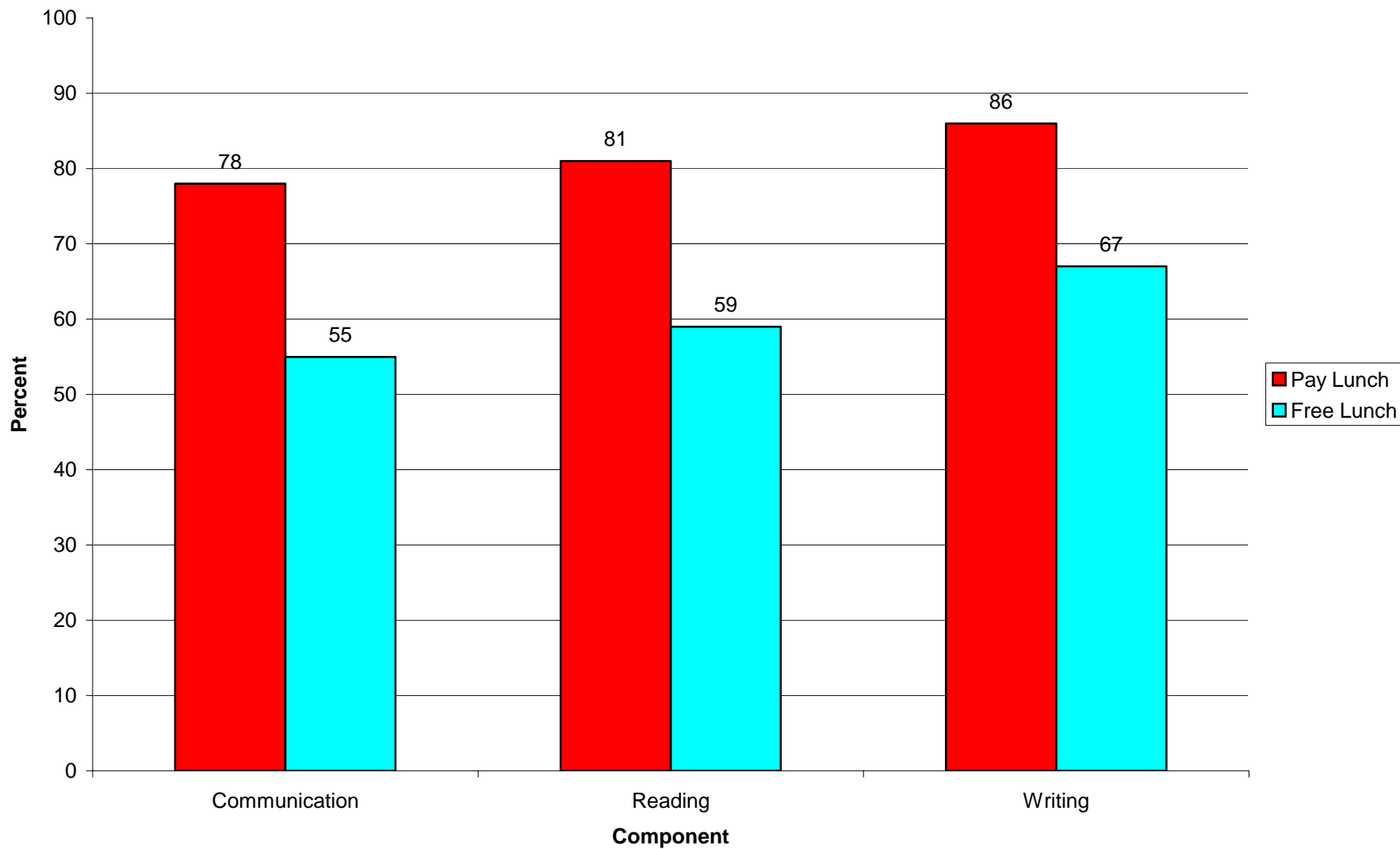
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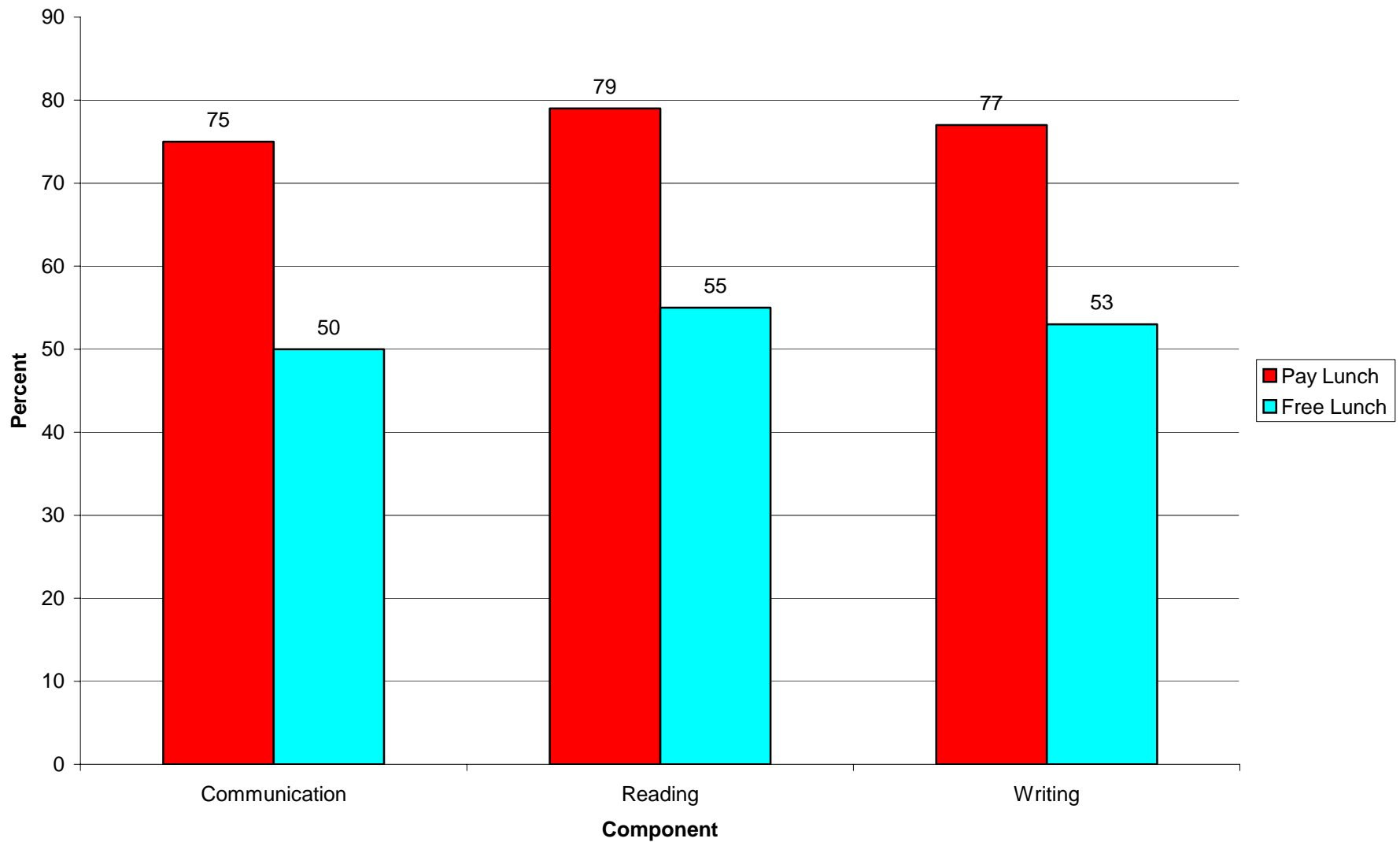
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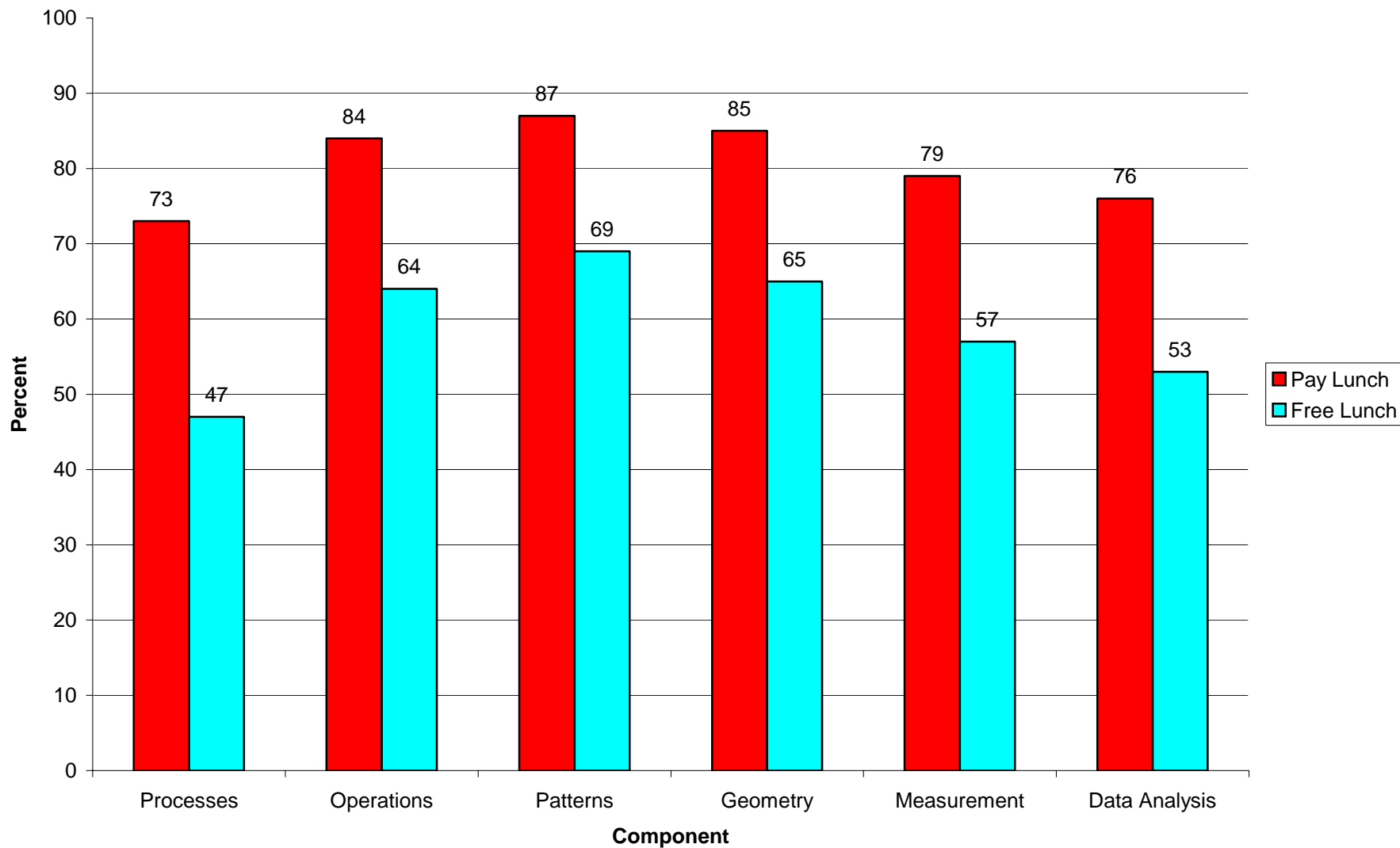
2003 SCRA Kindergarten ELA % Consistently Demonstrates



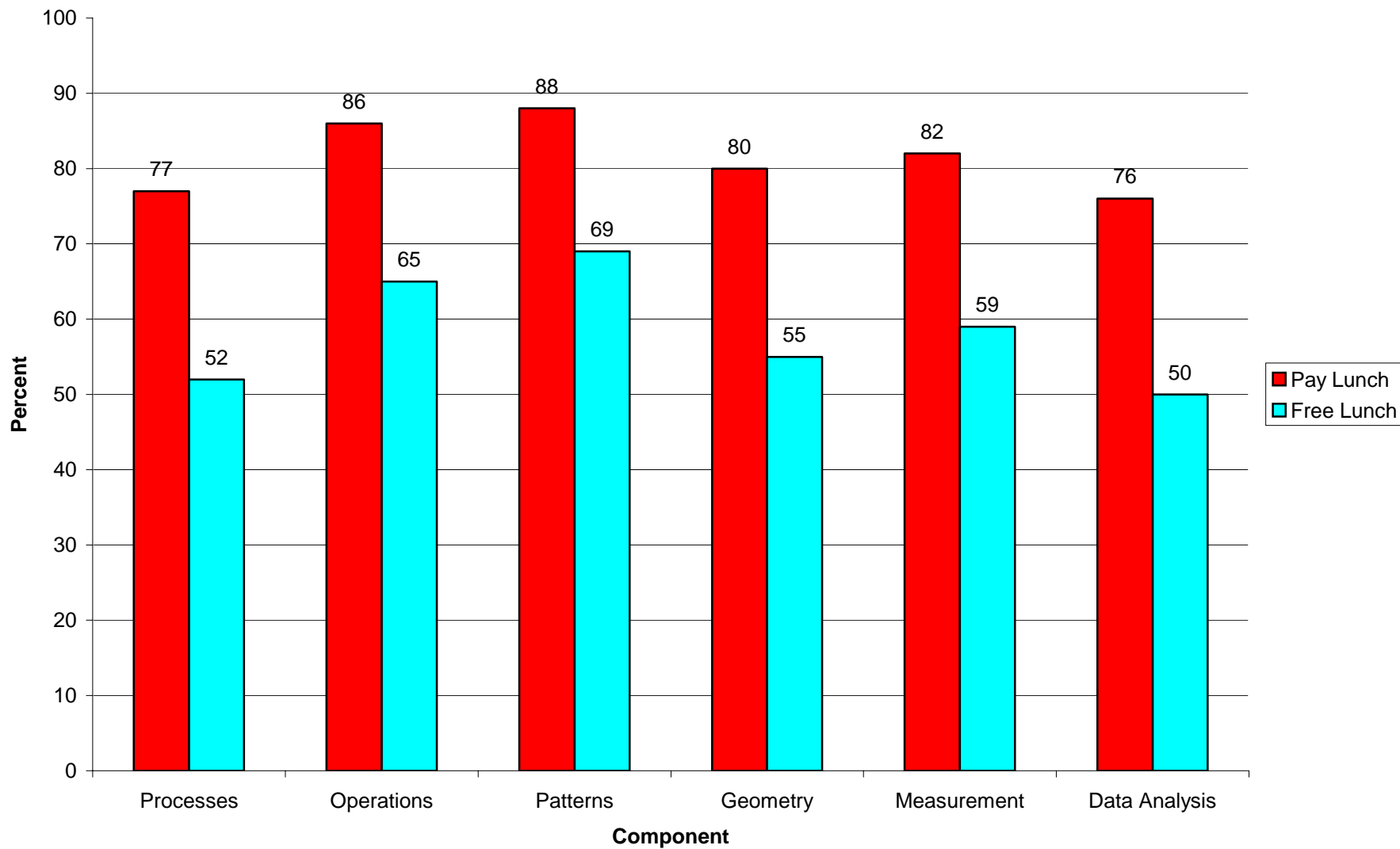
2003 SCRA Grade 1 ELA % Consistently Demonstrates



2003 SCRA Kindergarten Math % Consistently Demonstrates



2003 SCRA Grade 1 Math % Consistently Demonstrates



Schools Closing The Gaps

- Performance of Target Group(s) in School at Level of Comparison Groups Statewide
 - Criterion - 75th or 90th Percentile For All Students in All Schools
 - ✓ ELA % Basic or Above
 - ✓ ELA % Proficient or Advanced
 - ✓ Math % Basic or Above
 - ✓ Math % Proficient or Advanced

Schools Closing The Gap

- Target Group in Top Quarter or Top 10% of All Students Statewide in the Content Area
- At Least 30 Students in Target Group (African-American and/or Free/Reduced Lunch) Tested
- 844 Schools Eligible Statewide
- 87 Schools Identified (10%)

Schools Closing The Gap

- 57 Schools – At Least One Target Group at 75th %ile On At Least One Test
- 30 Schools - At Least One Target Group at 90th %ile On At Least One Test
- School Absolute Ratings (89 Report Cards)
 - 51 Excellent
 - 36 Good
 - 2 Average

Schools Closing The Gap

- Many Have Received Recognition
 - 58 Palmetto Gold Awards
 - 13 Palmetto Silver Awards
 - 30 Red Carpet Awards
 - 3 National Blue Ribbon Awards

Schools Closing The Gap

- Report Card Data Similar to Other Schools
- Consistently Higher Results From Student, Teacher, and Parent Surveys
- Expectation That Students Can Achieve

Summing Up

- There Are Gaps in Achievement Levels Among Student Demographic Groups
 - Statewide
 - Among Schools With Different Absolute Ratings
- Gaps in % Proficient or Advanced Higher in Schools With Higher Absolute Ratings
- Schools With Low Ratings Have Low Performance Among All Student Groups

Summing Up

- Over Time, Gaps in % Basic or Above Have Decreased
- Gaps in % Proficient or Advanced Have Increased
- Students in Target Groups Are Falling Behind, Especially ELA (3 Year Study)
- Gaps Evident By Kindergarten
- Schools Can Close the Gaps